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Three years in two?

Two-year courses, whether degrees or diplomas, are inevitably going to become a much more active item on the agenda of higher education in the 1980s. The proposal for more two-year courses in polytechnics and other non-university colleges made last autumn, which has already been twice to the committee of the National Advisory Body and was discussed by the board on Tuesday, may make only sticky progress in its present form. But the Social Democratic Party is also enthusiastic about two-year degrees, in universities as well, and the same proposal is likely to be made in the final report of the Leverhulme programme of study into the future of higher education. So, although it would be going too far to say the idea of more two-year courses has finally arrived, interest in such a development will certainly not go away.

The reasons for this are many. The tightening of access to higher education has naturally provoked the question of whether it is still appropriate to push the majority of students through three (or four) year honours degrees, which are both expensive because they are intensive and offer no real safety net to those who fail. The domination of the honours degree is also questioned by those who would like to encourage the development of more general courses. The new enthusiasm for continuing education leads some to the conclusion that too much emphasis is placed on initial higher education leaving only vestigial resources for mid-career courses.

Yet most of these are arguments for the modification of the traditional pattern of honours degrees rather than for a complete restructuring of two-year courses, which if it ever became a similar orthodoxy might be equally oppressive. One does not need to be a conservative to accept that honours degrees, like student grants perhaps, occupy a particularly sensitive and influential place in British higher education, especially in universities. They amount to much more than the conventional, or even convenient, arrangement of undergraduate education. Rather they embody important and for many eloquent values about the intentions of undergraduate teaching. At this stage in the argument admittedly it is possible to be trapped into a false sentimentality and to be forced to mumble phrases about "study in depth" or "independence of thought", but it would be foolish to suppose that it is all one whether the predominant pattern is two-year diplomas, or three-year honours degrees, or four-year credit accumulative degrees. History counts for more than that, not only within higher education but among potential students and employers of graduates.

Britain is perhaps the last advanced country in which a bachelor's degree is still regarded for most purposes as a terminal qualification, a sufficient higher education. In the United States and in many other parts of Europe a first degree is simply that, the first stage of a higher education that has limited value by itself. This may, or may not, be a

good thing. Probably it has both positive and negative aspects. The intensity of the honours degree is necessary to maintain its academic credibility in the face of rival forms of higher education that incorporate graduate study. Yet this intensity can be forbidding, especially perhaps to mature students. Similarly the British honours degree is shorter than its rivals but it is a very staff-intensive, but whatever view is taken of the balance of advantage and disadvantage, its peculiar quality must be a starting point for any discussion of the wider applicability of two-year courses.

Perhaps too much emphasis has been placed on the immobility of the honours degree. It comes in many forms, and both the Open University and some of the polytechnics have demonstrated the flexibility of the form. Nor is its domination quite as complete as commonly supposed. The honours degree, of course, is entirely an undergraduate phenomenon, and as the boundaries between postgraduate and undergraduate education become more permeable this limitation will become more important. Ordinary degrees still exist (one in every five degrees awarded in universities, more in polytechnics and colleges). Sub-degree courses still flourish in the non-university sector. Would it make sense, as the National Advisory Body paper argued in the autumn and as the SDP urged this week, to shift the balance away from a system of higher education offering a diversity of courses but still dominated by the three-year honours degree towards a system with similar diversity but dominated presumably by two-year courses? There are four arguments in favour of attempting such a shift. The first is that shorter courses would allow more students to be enrolled because faster throughput could be achieved. But this would only happen if the present high entry standards were maintained and successful graduates/diplomates were positively encouraged to call it a day after two years.

The second is that two-year courses, especially if the normal entry requirements were lower, would appear less forbidding to potential students who are at present discouraged by the intensity of a three-year degree. The limited experience of Diploma of Higher Education courses at places like North East London and Middlesex polytechnics suggests that a more flexibly organized and less intense course does attract such students, especially those who left school some time ago and are worried by the prospect of renewed concentrated study. The drawback, of course, is the cost. Not only would such two-year courses suck more students into the system (and on what grant conditions?), but also many might be encouraged to stay on for further study.

The third is that two-year courses could be used to establish a new balance between initial and continuing education. Not only would such an arrangement make it possible to go some way towards meeting the demand for more general initial

courses in higher education, but also leave surplus resources to be invested in professional courses in mid-career. In this way two birds could be killed with one stone, satisfying the Robbins-style demands for liberal courses through the initial two-year courses and the rival demands for professional continuing education. The drawbacks are that this might lead to the attenuation of the general higher education that is already provided, although in a disguised form, in many humanities, social science, and even science degrees, and that enthusiastic instrumentalists demand both more relevant initial higher education and more functional mid-career courses.

The fourth is that by encouraging more two-year courses it might be possible to secure the development of community colleges on the American pattern so vastly extending both the scope and the accessibility of higher education. The colleges of higher education are sometimes arbitrarily selected to fill this role, although the closest British institution to the American community college is the local further education college. In any case it is doubtful whether such formal stratification would work well in Britain, and it is even more doubtful whether the encouragement of new and unfamiliar courses is the best lever for such change.

None of these drawbacks, of course, means that the case for more two-year courses should not be considered most carefully. But they do suggest that it may be wrong to place too much emphasis on them as a panacea. There is a danger of jumping from the kettle of honours degrees into the fire of two-year diplomas. It is also important to recognize the importance of the context in which any discussion of two-year courses takes place. Just as the honours degree has its own "hidden agenda" which includes many of the most stubbornly held assumptions about the purposes of undergraduate education, so two-year courses inevitably have their own "hidden agenda".

None of this is an argument for preserving the present hegemony of the honours degree. It is almost certainly excessive. However it would be wrong to replace one over-mighty model by another equally over-mighty. What is clearly required is a greater diversity of models in which none is granted the exceptional status that the honours degree presently enjoys. This means more ordinary degrees, as Robbins urged 20 years ago, more qualifications made up by credit accumulation, the closer integration of undergraduate and postgraduate study, more flexible patterns of part-time study, and more two-year courses - all going to make up a more balanced package from which potential students can choose. The call to replace three-year honours degrees by two-year degree diplomas may make a ringing political message for reformers. But the cause of real reform may be served by a more balanced policy.

Laurie Taylor



"Sociology students would now vote SDP" - research findings, *THE TIMES* January 7, 1983

Morning Richard. Ah, Martin. There you are. Good vacation? Hardly noticed it. No sooner home than there's all that Christmas business and as soon as you've got that cleared up it's back to the grindstone.

Exactly. Anyway, how's the new course going? Oh you mean the new one I've put on for the second year - *Capitalism in Crisis*? Yes. Good bunch of students? Not too bad. Of course these are early days. We've only just started on basic questions about the state as an arm of the capitalist class.

You're going straight into Poulantzas from day one, then?

Yes, more or less. Although of course we'll be coming back to the petty-bourgeoisie alliance-with-working-class argument when we tackle aspects of class conflict later in the term. So you're covering contradictory class locations? Only to the extent of considering the general thesis about the middle class as agents of capitalism. Well that certainly makes good sense.

Where are you up to in your *Contemporary Marxist Thought* course? Oh, we're jogging along. Quite a reasonable session last week on the autonomy of the superstructure. That's promising. Yes, it is rather. But I think matters have been helped along a bit by my decision to tack in Gramsci and the general material on the notion of bourgeois hegemony well before any mention of ideological state apparatuses.

But does that give you enough time to handle the legitimization crisis-in-contemporary-capitalism argument? Well, it'll be a bit rushed. But of course as I'm not sympathetic to the dominant ideology position - I don't think that's too important.

Oh yes, I'm with you there. I'm very much a "dull compulsion of economic life" man - none of that ideological incorporation of the subordinated classes for me. Exactly.

How are you going to pull it altogether at the end? Something on the degradation of the working class?

Not quite. Or the Boddy and Crotty work on the state manipulation of the economy? No, I think not.

Well, the students have more or less asked if they could spend the best part of the second term on the major theoretical underpinnings you know, the sort of underlying conceptual currents - in the recent work by...

Yes. Bill Rodgers.

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University jobs outlook improves

Redundancy threat recedes

Scramble for share of 300 new posts

by Paul Flather
Universities have very little time to join the scramble for a share of 230 "new blood" and 70 information technology posts on offer.

The University Grants Committee has asked vice chancellors to apply by February 18 and to put science and technology applications in order of priority.

All the posts are to be advertised and restricted to those aged up to 35, including present short-term staff. They will be "normal academic appointments", with teaching duties, but their primary role will be "to contribute substantially to research".

The new jobs do not mean an increase in the universities' targets for student numbers. Sir Edward Parkes, the UGC chairman, notes in his letter that the Government expects all new appointments to follow future staffing arrangements, interpretable as a hint about possible changes in the tenure rules.

The threat of a flood of compulsory redundancies among university teachers has receded as the number of those seeking voluntary redundancy has continued to rise. More universities have followed Aston's lead and backed away from an immediate battle with the Association of University Teachers, although the union has warned its members against complacency and insisted that the pressure must be kept up.

Aberdeen University is only 13 posts short of its target reduction of 181. Ten months ago it still had to find the equivalent of 57½ volunteers. This increased take up of premature retirement and voluntary redundancy schemes allowed the university to back away from its headline stand.

At the University of Manchester Institute of Science and Technology, acting principal Professor Harold Hankins this week told the court of governors that there will be no compulsory redundancies at UMIST. A new financial plan which involves finding £250,000 for the year 1983/84 through a variety of economies has been worked out by a management/staff committee and is expected to get final approval in the next few weeks.

UMIST will have lost about 10 per cent of its academic and research staff through voluntary means by September 1984. After a meeting at Chelsea College, part of the University of London, last week Mr William Hennessy, regional official of the Association of University Teachers, said that the college was "within striking distance" of solving its financial problems without sackings.

The college wants to reduce its present 170 staff to 153 and save about £100,000 a year. The union is currently studying Chelsea's assessment of its financial state. "We have not solved the problem yet but there is a genuine concern there to keep away from redundancies", Mr Hennessy said.

At Sussex, where the university wants to lose another 25 academic jobs, the council has recently extended the period during which no compulsory redundancies will be announced from July to December this year. Surrey has just deferred a decision on redundancies and instead set up an employer/employee working party to look at ways of introducing what is described as "flexibility" into staff contracts.

Union representatives have insisted that erosion of tenure will not be accepted. The working party is expected to take six months or more over its deliberations.

The vice chancellor of Birmingham was due this week to report on the university's progress in losing the 40 jobs it announced must go before Christmas. Indications were, however, that sackings were highly unlikely.

Mr Brian Everett, AUT regional official in the north, where negotiations to avoid sackings are going on at Keele and Bradford, believes that the Aston experience, where the threat of possible redundancies has been put back to July, has been a salutary lesson.

Mr John Akker, AUT deputy general secretary, was concerned, however, that staff do not become complacent. "Sometimes you do not get a crisis until the very end".

Yes. Bill Rodgers.

COMING

Universities are each restricted to four applications for the 30 arts posts, which includes the humanities, and the social sciences, which are likely to end up with a tiny share of the pool. The cost of the scheme to last for each of the next three years will be met by Don-taken of the Social Science Research Council budget.

Of the 70 information technology posts, 30 will be to strengthen research with some teaching duties, and 40 will be linked to 400 new postgraduate "conversion" studentships. All these posts will carry increased student number targets.

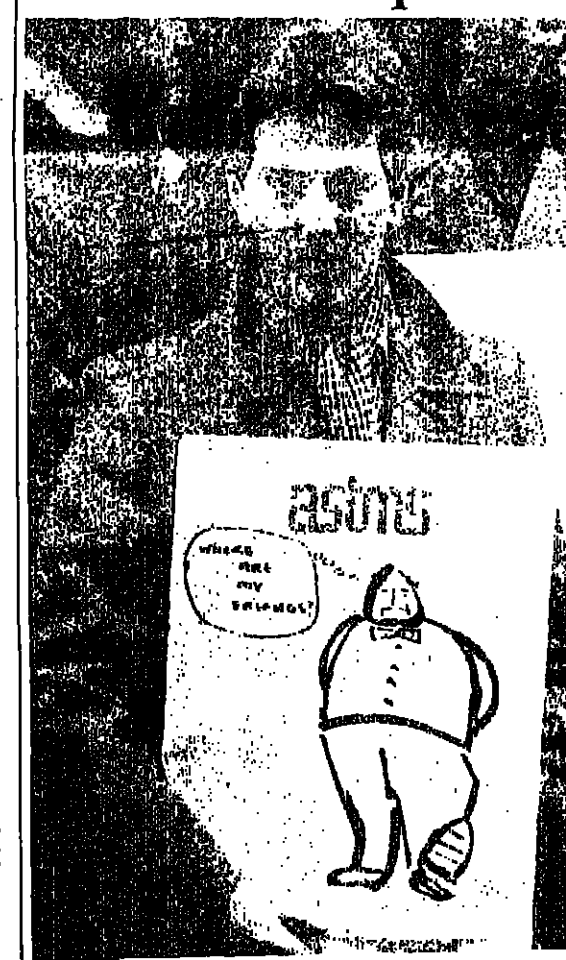
The UGC has indicated the expected division of the 200 science "new blood" posts: 40 will go to medicine and clinical work, 46 to engineering and technology, 20 to biological sciences, 24 to mathematics, 64 to physical sciences, and 10 to agriculture and veterinary science.

The Association of University Teachers this week welcomed the fact that research fellows and other staff on existing short-term contracts will be eligible. But the money is not to be used to persevere posts about to be abolished, according to the UGC.

Mr John Akker, AUT deputy general secretary, said: "We will strive to ensure all appointments are normal lectureships, and we are pleased the difficulties of contract workers are specifically recognized." The AUT expressed concern that the posts were being funded by cuts in social science and not by new money.

Details about how applications are judged are still to be agreed, but it is clear the research councils will have a large role to play, although the UGC remains the paymaster. All science and technology posts carry a £20,000 grant, while arts posts carry £15,000 each.

Posner and pickets, face to face



An SSRC picket (left) with a message made specially for chairman Mr Michael Posner, pictured arriving at the SSRC offices (right)

Unions and management at the troubled Social Science Research Council were this week preparing for "meaningful negotiations" to resolve their dispute after a nine-day strike was called off on Tuesday.

About 45 staff vigorously lobbied council members including chairman Mr Michael Posner arriving for last week's crucial meeting, which agreed to further talks about the full effects of Government cuts and the Rothschild review on council work.

Many had prepared their own posters. One read "74% for management, 26% for staff." The dispute is over proposed cuts of about 30 posts from the 148 total (over three years). Staff are now working to rule, but morale is said to be better than expected.

In a written Commons reply the Government made it clear it had no intention of lifting the cuts.

Bleak future for social science, page 3

Reagan announces double initiative

from Peter David

WASHINGTON
Two education initiatives designed to take America's lead in high technology into the twenty-first century, were outlined by President Reagan this week in his annual state of the union message to Congress.

While promising a one-year freeze over all government spending, the president promised to introduce a "quality education initiative" under which the federal government would give block grants to individual states to improve teaching in mathematics and science. He also announced plans for a new form of education savings account.

SERC to approve £50m British satellite

by Jon Turney
Science Correspondent

Academic astronomers expect the Science and Engineering Research Council to approve a new British X-ray satellite next month. The £50m mission, selected by a special panel of assessors, has just been passed by the council's astronomy, space and radio board, which agreed to find a third of the cost from its existing budget. The rest depends on extra funds from the full council.

The X-ray satellite has come out on top from a set of

UGC concedes over pensions

by David Jobbins

The University Grants Committee surprised vice chancellors this week by agreeing to carry out a costing for a national superannuation scheme for non-teaching staff.

As the UGC is not the employer the status of the investigation is in doubt but the fact that it has agreed to do it is being seized on by trade union leaders as added support for their claim for a degree of equal treatment with academics who already have a national scheme.

For years union negotiators have argued that while there may be some good local schemes there are also many bad ones. They believe that although there are at least 70,000 technicians, clerical and manual workers in the universities a national contributory scheme would not cost too much because pay is generally well below the salary levels of academics.

But the extra cost to the employers has never been properly quantified - and this is what the UGC agreed to do when it met union leaders last week.

Mr Alisair Macrae, a national officer of the National Union of Public Employees commented: "To a certain extent it is a step forward." Union leaders are aggrieved that public money has been used at least twice to top up the academics' scheme - most recently when extra government funds were injected to offset the actuarial strains imposed by using the scheme as a basis for redundancy compensation.

Although NUPE and the other unions are not prepared to talk with the employers about a national redundancy agreement, Mr Macrae said: "The absence of a proper superannuation arrangements does put universities non-teaching staff at a disadvantage in circumstances where

redundancies are being talked about."

Mr Ronald Hayward, secretary to the employers' side of the universities council for non-teaching staff, said: "Our approach is to support the current position - that each institution has its own agreement. The last time the universities were consulted on the question of a national agreement, the view was that it should be left to local determination."

The employers are keen to see improvements in schemes which fall below the standards of comparable areas of employment but admit this means that individual institutions will have to find ways of footing the bill.

It is understood they will carry out their own investigation to identify deficiencies in schemes and will seek agreement with the trade unions on general norms which should be met if and when possible.

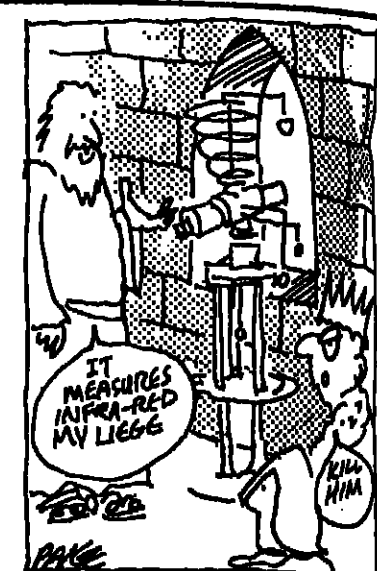
Longevity prize for apparatus

Reading University will benefit indirectly from the shrinkage of its scientific equipment grant when its chemistry department receives a prize today for possessing the oldest apparatus of its kind in Britain.

An Infra-red spectrophotometer in the department's organic chemistry laboratory is the oldest instrument brought to light in a competition mounted by the manufacturer Perkin-Elmer Ltd. The company marked its twenty-fifth anniversary in Britain with the offer of a prize for the longest surviving analytical instrument of theirs in the country.

The Infra-red machine, bought with a grant from the Royal Society in 1958, began as a research tool and was passed on to the undergraduate teaching laboratory in 1965. In 1972, it was consigned to sixth-form demonstrations, and carried round the country from school to school.

However, last year increasing pressure in the teaching laboratories brought the machine back into use in undergraduate classes, where it will continue to be used. In addition, the department will also have a new £15,000 spectrophotometer presented



by Perkin-Elmer to Professor Derek Bryce-Smith and Professor Ian Mills, who bought the original instrument. The history of this machine shows how grants for new equipment help teaching as well as research because when the latest apparatus is acquired older instruments can then be used by undergraduates. Professor Bryce-Smith said: "The instrument has been skilfully cared for like all our equipment and still performs very well despite the use and even abuse it has received."

Colleges attack SED plan for secondary training

by Olga Wojtas

Scottish Correspondent

College principals have rejected the Scottish Education Department's proposals to cut next session's secondary teaching intake. And the principal of Moray House College maintains that SED projections that only 190 secondary teachers should graduate in five years' time compared with over 1,000 this year would "devastate secondary training in Scotland".

If the SED keeps to its projections, further closures would be inevitable, "another Scottish" colleges, which have already been cut from ten to seven. A meeting of the Joint Committee of Colleges of Education in Scotland, made up of the college principals and the chairmen of the SED's plan to keep the primary intake at 580 next session. But there was strong criticism of the proposed secondary reduction from 1,000 this session to 800.

Mr Gordon Kirk, principal of Moiry House, said there was "very considerable alarm and despondency" within the committee over the SED figure. "There is unique and unprecedented curriculum development in secondary schools, and the way to respond is not to see recruitment to secondary teaching almost drying up."

Everyone accepted that there would be a decline in secondary school rolls, said Mr Kirk, but fresh blood was still needed in the system. The joint committee wished to see intake maintained at 1,000 next session, and hoped to persuade ministers there should be an 'improved staff-pupil ratio, which would require more teachers.

The joint committee met a delegation of community education students who were concerned that the SED wished to cut their intake from 190 to 120 although there is a demand for graduates.

Mr Kirk said it was clear that the SED was making the cut for financial reasons rather than examining what was needed. The joint committee endorsed a letter to the SED from the college principals opposing the cuts.

Oxford Poly to axe 30 teaching jobs

Oxford Polytechnic lecturers face the threat of redundancy following the academic board's decision to axe 30 posts.

The decision was taken to cope with a less than expected contribution from the 1982/83 advanced further education post, and a smaller boost from the local authority to the polytechnic's funds. This meant it could not make up the ground lost last year, described as a "disastrous" year.

Although the polytechnic's AFE pool award went up by 4.8 per cent, inflation and pay awards will turn that into an effective cash cut. Oxford County Council contributed to cut its "topping up" contribution by about £300,000.

Dr Brian Tonge, the polytechnic's director, assured the academic board that he hoped the posts would be shed through voluntary redundancy and early retirement. Since the polytechnic has not been through this process before, candidates are more likely to step forward.

Mr Nick Johnson, chairman of the National Association of Teachers in Further and Higher Education, negotiating committee at the polytechnic, said they were not happy about the loss to the teaching establishment, but would cooperate provided there were no compulsory redundancies.

The polytechnic's governors are expected to meet next week to discuss the decision.

SERC plans information technology unit

by Jon Turney

Science Correspondent

The Science and Engineering Research Council is to set up a new information technology directorate to coordinate research and training in computing and communications.

The new directorate will take over some existing SERC projects and new ventures set up with extra money allocated for information technology by the Advisory Board for the Research Councils last year.

Final administrative details will be formally announced in the next few weeks.

The University Grants Committee is also proceeding with selection of applicants for "new blood" posts in information technology.

Both the UGC and the SERC will choose their programmes in the light

of proposals made by the Alvey committee on advanced information technology to the Department of Industry last year. The snag is that Alvey's third party, the Department of Industry, has not yet decided whether its portion of the £350m programme should go ahead.

The UGC and the SERC will proceed with their linked programmes with or without Alvey, but both are anxious to know exactly what the DoI has in mind.

The UGC's letter inviting applications for information technology posts - 40 for conversion courses and 30 for research - hedges its bets. It says: "Priority may be given to proposals related to the four enabling technologies identified by the Alvey committee - software engineering, intelligent knowledge-based systems,

very large-scale integration and man/machine interfaces.

Similarly, one of the major new parts of the SERC programme will be an injection of funds into intelligent knowledge-based systems, in an attempt to develop computers with useful powers of inference in defined fields.

This is an expansion of the existing idea of "expert systems", already constructed to augment human decision making in such areas as medical diagnosis and geological surveys. The SERC plans to spend £35m in this field over 10 years.

The SERC programme will include basic research on different components of the intelligent knowledge-based systems concept and the construction of "demonstrator systems", with possible commercial value.

Open Tech approves projects

by Karen Gold

The steering group for the Open Tech, the supervisor's £10m technician and supervisor training initiative, met for the first time this week to approve the agency's seven initial projects.

The group, whose responsibilities include guidance on strategy and priorities for the Manpower Services Commission officials who will administer the programme, comprises representatives of employers, trades unions, local authorities and education interests, under the chairmanship of Sir Robert Clayton, technical director of GEC.

Their first job was to approve the seven projects already offered contracts in order to keep the Open Tech to its timetable as set out last year. The second group of projects is also expected to be approved shortly.

The first projects are: computer assisted learning centres in British Leyland plants; developing micro-electronics and advanced engineering distance learning courses through a consortium of south-east colleges and companies, known as Southtek; a national open learning system in refrigeration technology (Grimsby College of Technology); adaptation of overseas open learning courses for the British Fire Service (Peterborough Technical College); pilot scheme for technical supervisors (South West Regional Management Centre); quality assurance updating for small firms (Sheffield City Polytechnic); an open learning materials and resources information service (National Extension College).

Among the second group of schemes are likely to be some in the construction and aircraft industries, and a consortium of Northumbrian companies and colleges. They will bring the Open Tech's 1983/84 spending up to £25.25m, rising in future years to £30m.

This year £1.8m will be spent on training people in new skills, and £1.1m on updating. Dr Tolley said. The Open Tech will also commission the Centre for Education Technology to oversee staff training in all the sponsored projects.

Summons were to be served on the Department of Education and Science this week. This will give the department 28 days to file its affidavit and explain its reasons for closing the Roman Catholic college. It is unlikely that these will be very different from those outlined by the Secretary of State for Education, Sir Keith Joseph, in November. If the matter is not resolved after this period, it will proceed to open court.

De La Salle College was one of 14 institutions originally listed to cease teacher training. It has been at the centre of a fight by the Catholic Education Council to retain its historical share of teacher training places to match the size of the Catholic population and its schools.

The Open Tech will also commission the Centre for Education Technology to oversee staff training in all the sponsored projects.



Mr David Sherlock, Winchester principal, 'amazed' by this decision

Councils told to go ahead

continued from page 1

involved and will go to a meeting of the county further education sub-committee on February 8.

It is intended that the premises of the school of art should be available as a centre for visual, performing and practical arts and this idea is to be discussed with the Southern Arts Council and the city council.

Mr David Sherlock, the Winchester principal, said he was amazed by the announcement since it ran counter to all recent discussions about the future of art and design education in the county.

In the past 18 months the idea of a new "Mountbatten institute of higher education" has been mooted by the principals of Southampton College of Higher Education, the Warship School of Nautical Studies and the school of art.

A working party set up by the three colleges to consider the reorganization concluded unanimously that "an enriched school of art and design could be evolved from the combination of the work at Winchester School of Art and Southampton College of Higher Education, with its main focus at Winchester but with a substantial presence remaining at Southampton".

However, Southampton College of Higher Education subsequently withdrew from the discussions in November of last year and there were no developments until the education authority's announcement. Only three

years ago, after a period of uncertainty, the Hampshire further education sub-committee decided to maintain and strengthen Winchester School of Art.

Mr Widgegrave said it would be the role of authorities to assess "and amend their institutions plan in a positive way", and in the same way the NAB did not believe in an equal misery approach so authorities would be expected to advise on the best pattern of provision across their area of responsibility.

"What is needed is the consolidation of strengths, the elimination of areas of comparative weakness and the encouragement of new initiatives," he said, admitting that this would involve hard and locally unpopular choices. He warned off those authorities who might try to frustrate the Government's policy of retrenchment and said it was "quite proper and constitutional" for a government to ask for savings in higher education.

But in another speech former Conservative Prime Minister Mr Edward Heath attacked the Government's current policy on higher education. "The proposed 10 per cent cut would be highly damaging to higher education," he said at Trent Polytechnic this week.

"Polytechnics ought to have the highest priority. They can always run for greater efficiency and productivity but an across the board cut is a very blunt weapon. Those who try to be most efficient tend to suffer the most."

Canadian minister 'rebuffed'

A Canadian minister said last week that he had proposed a new agreement with Britain to waive foreign fees for each other's students but it was rebuffed by Sir Keith Joseph, Secretary of State for Education.

Mr Jim Horsman, (Alberta's) minister for inter-governmental affairs and until recently a member of the Canadian council of education ministers, met Sir Keith and Mr William Widgegrave, under-secretary for higher education, last week and held a press conference afterwards to announce

Canada takes three times as many British students as it sends to the country but charges only about £500 per year on average in tuition fees. It was Mr Horsman's third visit to the Department of Education and Science to lobby for a reduction in British rates for foreign students.

However, this week a DES spokesman denied that any proposals had been put forward and said that Mr Horsman was merely a courtesy visit at which the topic of overseas student fees was discussed.

Voluntary sector to approach NAB

The Association of Voluntary Colleges has decided to negotiate terms to bring it within the scope of the National Advisory Body but retain its specific identity.

The AVC, which encompasses about 20 voluntary colleges, has been reluctant until now to come under the NAB umbrella while it hoped for a simpler relationship with the regional advisory councils.

Mr Colin Ayles, secretary for the Anglican Church Colleges, has been appointed to the negotiating panel. He said that one of the main discussion points would be how the NAB could become responsible for the voluntary colleges without removing their identity.

Other members of the negotiating panel are Mr Alan Bamford, principal of Wesliffe College, the Rev Douglas Boyd, Secretary for the Methodist Board of Education and Youth, Professor Kevin Keoghane, director of Reformation Institute and Bishop Daniel Mulline who will represent the Catholic Education Council.

The AVC's decision to approach the NAB is seen as a significant move towards integration with the state sector.

Mr Ayles said the AVC was not happy about the loss to the teaching establishment, but would cooperate provided there were no compulsory redundancies.

The polytechnic's governors are expected to meet next week to discuss the decision.

Lecturers agree to YTS scheme

Scotland's 5,000 further education lecturers have agreed to cooperate in the Youth Training Scheme by keeping colleges open all year in return for smaller classes and fewer class contact hours.

But the Scottish Further Education Association claims that education authorities could face a bill for each student which is £300 more than the Manpower Services Commission grant.

Employers would be allowed not more than £550 to fund the training programme, but one local authority has estimated the cost of off-the-job training at £850, says the union.

Mr George Stewart, president of the SFEA, warned that despite the cooperation, there were still severe misgivings about the scheme.

The MSC seems to be moving from paying a sum for each student to paying a lump sum for a class, and employers undertaking off-the-job training could be tempted to cram as many people as possible into a class.

Neither the SFEA nor the further education section of the Educational Institute of Scotland has set a figure on the size of the reduced classes they wish, but it is expected to be between 12 and 15. The two unions still have to agree to a joint claim for conditions of service, but after meetings of their members are seeking broadly the same concessions.

The SFEA wants 10 additional days' leave a year, with evening, weekend and residential work carried out on a voluntary basis, with overtime payments. It is calling for class contact to be reduced by 60 hours a year.

The SFEA says the MSC's stipulation of 30 hours' tuition a week can be met within normal college hours. Colleges can be open all year through staggering lecturers' holidays, but these should be agreed a year in advance.

The SFEA wants class contact hours reduced from 24 to a maximum of 20 a week. It is also concerned that employers, who can choose where to spend the MSC grant, would take financial considerations into account rather than educational ones.

Giants battle over proposed area boards

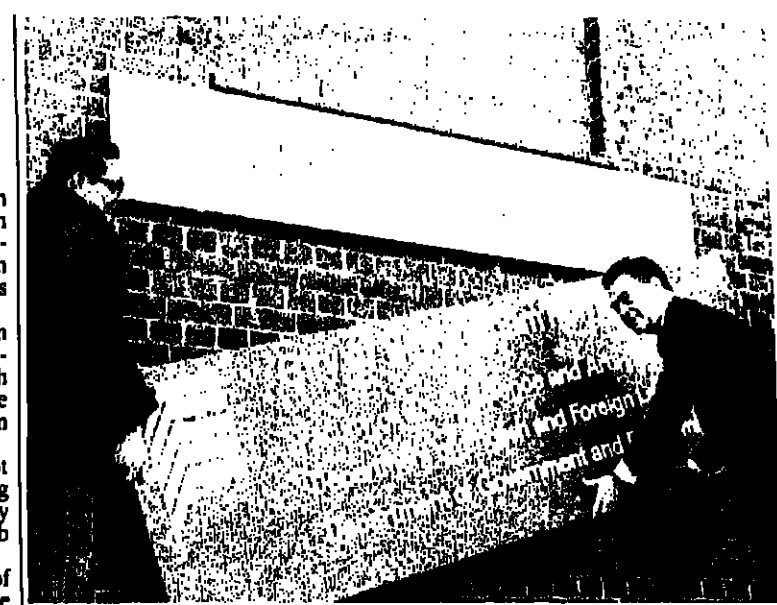
The Inner London Education Authority and the Manpower Services Commission are likely to clash unless the MSC reconsiders its decision to ignore the authority's wishes over the setting up of area manpower boards.

The IEA has persistently asked the commission for one area manpower board for Inner London. Instead the MSC chose to set up four area manpower boards to cover the whole of Greater London, on the grounds that this was the most acceptable of several proposed alternatives.

Mr Neil Fletcher, chairman of the IEA's further and higher education committee was this week seeking to meet with Mr David Young, the commission's chairman, to discuss the decision. Mr Fletcher says the decision is opposed by the majority of inner and outer London boroughs as well as London MPs.

The commission has already made it clear that it will not change its mind. Moreover the commission has said it would not even accept partial changes. Nor would it be prepared to review the decision after a year as this would be too early.

But Mr Fletcher is to tell Mr Young that the solution adopted by the commission is seen as outrageous. He has warned that if no progress is made London MPs may send a deputation to the MSC.



Aston University vice-chancellor Professor Frederick Crawford supervises the redecoration of a building bought from Birmingham Polytechnic with a £1m grant from the University Grants Committee. The building adjoins Aston's main block and will enable the university to demolish some older premises.

Biology staff cooperate with Aston cuts exercise

Academic staff in the University of Aston's biological sciences department have been taking part in an exercise which is feared could be used to find candidates for compulsory redundancy.

The staff have been interviewed by the faculty dean who is preparing an academic plan for the department. The university, however, is known to want to lose at least seven staff from biological sciences. The 24 staff in the department at the time of the University Grants Committee cuts, July 1981 will be down to 17 through early retirement and voluntary redundancies by 1984 but Aston says the figure should be between 8 and 10.

The faculties were reorganized at the beginning of this year and biological sciences is now part of the new faculty of life and health sciences. It is in this context that the university has asked for the plan.

When Aston was threatening compulsory redundancies at the end of last year, the Association of University Teachers told its members to boycott such exercises. Now, with the immediate threat of redundancy lifted, the staff have decided to offer some measure of co-operation. They fear, however, that any specific criticisms about the way the department works could help the university in any future attempt to sack staff and that biological sciences could be a prime target for any such moves.

"We were asked individually how we see the future of the department," said Mr Christopher Smith, senior lecturer in biological sciences. "While the threat of compulsory redundancies is still hanging over our heads, however, no one is going to say anything that could assist in his own execution."

The biological sciences department felt that "enough was enough", Mr Smith said. Those staff who were willing to go had already made their decisions and any attempt to cut the department further was "unreasonable".

Social science units face bleak future

The Centre for Socio-legal Studies at Oxford University is braced for a period of drastic retrenchment and could lose a third of its academic staff.

The centre faces a cut of almost 13 per cent in its annual budget of £366,000 following the Social Science Research Council's decision last week to approve cuts in its specialist research units.

The cut in the socio-legal studies centre is by far the largest. The Cambridge Group for the History of Population and Social Structure faces a cut of 8 per cent, the Industrial Relations Unit at Warwick University faces a cut of 5 per cent, and the Race Relations Unit at Aston University faces a cut of 7 per cent.

The cuts are part of the SSCRC's plan to find savings of 4 per cent over each of the next three years as demanded by Sir Keith Joseph, the Secretary of State for Education.

The centre is particularly vulnerable because it has just agreed to carry out a major research programme for the Health and Safety Executive. Worth £30,000 a year, it could tie up seven or eight researchers for four years. Other work could also be severely curtailed.

The size of the cuts, on average just over 8 per cent on each unit, is seen to reflect a change of policy inside the SSCRC. It is now moving away from supporting long-term permanent units with staff commitments towards funding the more flexible designated research centres.

The SSCRC currently supports eight designated research centres, funded for eight years at a time, with staff who remain as university employees.

The socio-legal studies centre, which sets out to study the role and function of law in society, currently has 19 academic posts. The new cuts come on top of an estimated 23 per cent fall in real income since 1979, and a current 10 per cent cut imposed on all the units by the SSCRC.

Professor John Rex, director of the Ethnic Relations Unit, said the cuts would mean the loss of four posts, although two would be saved thanks to a new grant from the European Science Foundation.

"Of course we are happy the cuts are not nearly as bad as first feared. But it will still mean a considerable reduction in our programme of research into important areas such as race and the inner cities," he said.

The Social and Applied Psychology Unit at Sheffield University is not affected. It is funded jointly with the Medical Research Council and the SSCRC money has been guaranteed.

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Ulster draft gives boost to adults

by Karen Gold

A draft charter for Ulster's polytechnic includes an unprecedented commitment to non-degree work and adult education but does not specify how much.

The draft has been considered in detail by the steering group overseeing the merger between the New University of Ulster and Ulster Polytechnic. It empowers the new institution "to provide a full range of opportunities" at all levels.

In addition it includes a special mention for mature students, and a commitment "to provide opportunities or facilities, or both, for adults singly or in groups, on or off the campuses, to have access to the educational resources of the university".

Despite its specific references to sub-degree and "higher technical levels" of study, the wording still does not safeguard against fears of academic drift.

But it does include a full commitment not only at various levels of work but also to various "study patterns: extended full-time, with or without inter-collegiate work experience, short full-time, part-time day and evening - and by a diversity of means such as broadcasting and technological devices appropriate to higher education, by correspondence, tuition, residential courses and seminars and in other relevant ways".

There is special mention for "consultancy and related activities", and the objects of the university include industrial, commercial and technological education, "with particular reference to the needs of Northern Ireland".

The opening paragraphs make the same political point: the merger is intended to "extend opportunities to participate in higher education throughout the province".

The name used throughout the previously-

draft is "The University of Ulster", which was also approved by the Queen's University has already said the name is misleading, and it is likely to raise the matter with its Privy Council when its opinion is sought on the charter.

The NUU's charter and statutes will be revoked the day the new charter takes effect, which the draft expects to be August 1, 1984.

The statutes for the new institution are still being drawn up. They are likely to contain much more intricate and controversial details affecting its day-to-day running for example, the position of deans and the question of academic tenure. The draft charter, though outlining a conventional structure including a senate, court, convocation and council, makes no mention of these.

External examiners, former teaching staff and students of the NUU from the United Kingdom and beyond who have been connected with its biological and environmental sciences department have written to the merger steering group attesting to its high standards.

The 22 signatories say they suspect that potential employers may discriminate against the NUU's students because of the merger and references in the Chilvers committee's report to standards at Coleraine being lower than at other universities.

"There is a worry that the merger will affect the careers of those with degrees from those institutions" (NUU and Ulster polytechnic) it says. "The Government, through the steering committee in charge of the merger, could dispel such fears by simply stating that the merger is not imposed as a result of low standards, with some concern therefore, we call gently on those responsible to state unequivocally that the merger in no way values degrees awarded previously."

Industry funds 1000-year blueprint

by Sandra Hempel

A project to produce an education blueprint for the 21st century has been launched with funds from industry.

The aim is to correct what the organizers believe is the failure to provide suitably-trained school leavers and graduates to meet the needs of an increasingly technological society.

Education 2000 has been set up by Dr Bryan Thwaites, principal of Westfield College, University of London, and Mr Christopher Wysock-Wright, a management consultant. The first step is a conference in July to which 60 delegates from education, government and industry will be invited.

They will be expected to produce a report covering main aspects of an education system for the next millennium, such as the purpose of education in the future, the relationship between education and training, post-16 education and the impact of new technology.

A second conference in 1984 will decide how to implement the proposals. An important task will be the lobbying of what Dr Thwaites calls "the centres of power" in education but the conference first has to decide just where the power lies, he said. The project, which is a registered charity under the patronage of the Duke of Edinburgh, has raised £15,000 from companies such as Ferranti, GKN, Watney Mann and the Midland Bank. More firms are now to be canvassed to provide the £40,000 to £50,000 believed necessary for the future.

"There has been a national vacuum in education planning", Dr Thwaites said. "The mass of material which is being churned out by all kinds of committees is tremendously piecemeal and there is virtually no liaison between the hundreds of individual organizations involved in education."

The education system was astonishingly conservative, Dr Thwaites said, and some educationists were

"remarkably ossified".

"The education system is not tending to look ahead to the needs of society in the future, especially in the light of technological changes which will come about in the next 50 years," he added.

Mr Wysock-Wright said that many industrialists believed the old technical schools had done a bad job in providing the kind of people needed than the comprehensive school system was able to while British graduates lacked commercial awareness of their American counterparts.

The Education 2000 steering committee includes Mr Tim Marshall, chief education officer for Dorset; Sir Roy Marshall, chancellor of Hull University; Ray Rickett, director of Middlesex Polytechnic; Mr Handel Dyer, director of the British Aircraft Corporation and Sir Richard Doherty, director of Exxon, Davy International and Fosco Minsep.

Students 'driven to open defiance'

by David Jobbins

Government policies are driving students to make an open act of defiance", according to National Union of Students president Mr Neil Stewart.

The last straw was the latest proposal for a half-loan half-grant system of student support, Mr Stewart told students at Bristol University.

A 24-hour occupation of all colleges, universities and polytechnics on February 23 has been called by NUS leaders in protest against Government policy. This forms part of a national demonstration in London by trade unions and NUS on March 9, when a strike demonstration is planned in London.

The occupation will be the first national direct action by the NUS in more than three years. It follows sustained effort by the union to make meetings with ministers, letter writing and lobbying of MPs in vain.

During that period direct action became the rallying cry of the Socialist Worker Students' Organisation but was consistently opposed by NUS leaders including Mr David Anonovitch, the former president.

The apparent failure of years' lobbying was logged by Mr Stewart. "In that time, nevertheless, 3,000 university lecturers have been made redundant, as have 2,000 teachers in further and higher education, 350,000 students in further education have no financial support, and teacher training has been damaged, and the choice of subject available for degrees has been narrowed," he said.

Mr Stewart admitted that stepping up political activity in a pre-election period after four years of "defensive campaigning" against the Government might not have much influence. "But the student vote at the next election could be decisive, particularly in key marginals - and students are well placed to do political campaigning," he said.



This 1960 Andy Capp cartoon, published in the Daily Mirror, is one of the works of a new exhibition, "The English in Line: a cartoon cartoons and caricature. Andy's creator, Reg Smythe, is one of 20 artists featured in the show, which is at the Royal Museum and Art Gallery, in Canterbury, until February 12 prior to a nationwide tour.

Need to stretch system

Provision for students with special needs is undeniably diverse according to a Further Education Unit report published this week.

The report, *Stretching the System*, is based on a study conducted for the FEU by the National Foundation for Educational Research following up a 1980 report which highlighted the need for an investigation of provision for special needs.

It calls for rationalization to avoid wasteful duplication, to ensure that lessons are learnt from others' experiences, to eliminate gaps in provision and to maximize the use of resources.

However the report says there should still be enormous variation, as would be expected with colleges taking a wider range of students. Financial restraints, too often used as an excuse by colleges to make no provision for students with special needs, do not justify inertia.

It believes that there are numerous improvements that can be bought in at little or no cost. Among these are cooperation over the transfer from school to further education and the formulation of detailed policy statements on the admission, education and training of young people with special needs, to list but a few. Attitude and imagination are also important and they are not governed by money. Within a given level of resources, there are numerous possibilities and the creative use of existing resources can expand provision in many directions," it says.

Some of the gaps in provision identified by the study are the lack of courses for students suffering from emotional problems and severe learning difficulties. The report says there is a clear need for increased coordination and cooperation. For individual colleges coordination is necessary in both organizational and curricular terms.

Family alive and well and getting a new unit

A new research centre is to be established in London to analyse new trends in British life including collaboration, divorce, remarriage, one-parent families and the effects of all these on children and the effects of all these on children.

The centre for the study of the Department of Health and Social Services and the Social Science Research Council, and produces an annual *Family Policy Review*.

Details emerged this week, following a decision last Friday by the SSRC council to approve a grant of £44,000 a year until the projected end of the centre's life in 1987.

The centre will take over the mission on the Family set up in 1978 with a grant from the Leverhulme Trust. The commission produced its final report this week setting out a policy agenda for the 1980s, and arguing that the British family is changing, but is not being understood.

Sir Campbell Adamson, chairman of the 12-member commission, which includes MPs, academics and judges, said: "The family is alive, and well, it remains one of the most important social institutions in Britain, and will continue to be so for the foreseeable future."

consisting of a married couple with one or two children.

Mr Malcolm Wicks, currently research director of the commission, will become director of the new centre. He is a former lecturer at Brunel University and has also worked in the Home Office. He said it will be to draw out the policy implications of changes in family life in Britain.

"The centre will have a staff of about 10, including four researchers, and will produce regular bulletins on family trends."

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degrave, under secret education, last week and held a press conference afterwards to announce overseas student fees was discussed even before it has been launched.



Converting the Philistines

by Karen Gold

Philistine adults need draconian teaching methods like sprung traps and escape-proof armchairs to make them stay in art galleries long enough to look properly at contemporary works.

So concluded a class of 60 Southampton primary schoolchildren, who after a year spent studying 14 paintings and sculptures at the city's art gallery, had little time for the cultural values of their elders and betters. "Grown-ups, they might think 'Oh yeah', and then they'll wander off. Grown-ups mostly go for photographs in colour now!"

The seven and eight-year-old children participated in a project run

jointly by the gallery, their own Wildground County Junior school and the Arts Council. Their "good adventure" as they later described it, was intended not only to introduce them to modern art but to see if their lack of artistic preconceptions could be used to educate adults.

On the first of their 14 visits, the children were as baffled and hostile to the modern works as adults, according to the art gallery's keeper of education Miss Helen Luckett. Later on, discovering texture, symbol and abstract form, they would spend over an hour looking at one work.

At this stage they tried to influence grown-ups in the gallery by questioning them about paintings and trying to persuade them to look longer. Finding these gentler methods unsuccessful - the adults approached scuttled out of the gallery at once - they suggested fiercer ones: traps descending from the ceiling or armchairs which served tea and buns coming up

from the floor.

They compromised eventually with a set of "teaching aids" to accompany a touring exhibition of the 14 works - strictly for adults - which is to last a year on Arts Council sponsorship. It is currently in the Scottish National Gallery of Modern Art in Edinburgh.

The children's additions include a dustbin - for disposal of old ideas about art - to be retrieved if deflected on leaving the exhibition; a head needed to appreciate the works; new lips to smile at them; and a special "view-finder" to ensure visitor's lost from more than one angle.

There are also labels made by the children pointing to areas of the paintings and sculptures which a careless adult might miss and portfolios of the mainly written work they did about the exhibition. Photographs of the children and extracts of their discussions and opinions also make up the exhibition catalogue.

A Wildground school pupil examines the sculpture "Bye-bye the elephant" by Barry Flanagan

Libraries 'should specialize'

by Patricia Santinelli

Universities should concentrate on specific subjects as one means of countering dangerous cuts in library spending, Salford University's acting librarian has proposed.

Ms Audrey Lumb, writing in the Science and Public Policy Journal argues that this would avoid unnecessary duplication, and create centres of excellence and better libraries with the same amount of money.

She points out that unless a university has increased since 1973, for instance on periodicals by 300 per cent, its library is likely to be less efficient in its support of departmental work than it was 10 years ago.

"Unless universities accept some degree of limitation, it is illogical for them to demand that their library accept expenditure restrictions," she says.

"If consequent subject responsibilities were coordinated by the British Library Lending Division, it could be helped to cover libraries which it

can no longer afford itself."

Ms Lumb argues that coordination of courses between universities would not only achieve economy, but it would also enable the best specialist staff to congregate together, to the mutual advantage and to the benefit of research, providing a focus for funds for facilities and library resources in one place, instead of their being scattered widely and thinly.

She points out that there are enough potentially valuable subjects for specialization and few enough universities to enable a rational division of responsibilities.

"Although cooperation is a panacea much beloved by some academics as a means to library economy, few appreciate that libraries have been practising it for over 50 years and have been prevented from taking it further by the unwillingness of universities to cooperate closely," she says.

Ms Lumb also suggests that ex-

isting library resources be considered before universities embark on new subject areas.

"In view of the considerable investment of money in building collections in the past, it would seem foolish to ignore their existence and to choose alternative subjects for concentration, solely on the basis of lecturers' personal preferences," she stresses.

Another area of economy would be for every course to have a compulsory component providing an introduction to its subject literature and library resources. Considerable savings could also be made in some universities if library resources were concentrated in one building.

Ms Lumb also wants to see research within universities into the actual and potential dimensions of the library's contribution to university education. Among areas she suggests for investigations are the real needs of an undergraduate course in terms of textbook access, background reading and so on.

Public records policy should be more open

by Paul Flather

The Government accepts the need for greater consultation between academics and civil servants over the sorting out and secrecy of official documents, but it still rejects the need to set up any new formal machinery, the Commons Select Committee on Education heard this week.

Dr Geoffrey Martin, keeper of Public Records, told the committee he would certainly like to see even wider consultation than at present, but any formal set-up would add time and more paper to his job.

The all-party Select Committee, chaired by Mr Chris Price MP, is holding an inquiry into public records policy.

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He told the committee such panels would stretch the time and resources of departments. The MoD panel, which includes three academic historians, was estimated to use four weeks of staff time and cost £3,000.

Cancer queries put on line

A Glasgow University cancer specialist is holding a one-day "phone-in" for anyone concerned about the disease. It will last all day on February 9 and the number available is 041-357 0159.

Professor Kenneth Calman of Glasgow's oncology department said they hoped to provide a follow-up for patients and their families wanted more information and more regular meetings.

Professor Calman will also hold a series of public talks run by the university's department of adult continuing education, beginning on Monday, January 31.

UGC goes up in size

Three new appointments to the University Grants Committee were announced this week, increasing the size of the body to 11 members. In order to raise the number of independent members, the committee of managing directors of the Royal Dutch/Shell group, Dr James Munn and Professor Richard Atkinson, retired from the committee.

The new members are Professor John Cannon, professor of history at

Newcastle University, Mr William Sample, director of education at Lothian Regional Council, and Sir Peter Baxendale, chairman of the committee of managing directors of the Royal Dutch/Shell group.

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Leeds University student faces deportation to Zimbabwe

A student who is half way through his studies at Leeds University faces deportation back to Zimbabwe. Mr Bazil Gwaidzo who came to Britain during the Rhodesian civil war has been told to leave by the Home Office because they do not believe he will leave when he finishes his studies. He was earlier refused permission for his wife, six children and himself to stay permanently and was refused permission last June to stay as a student.

Mr Gwaidzo, a former teacher, worked for three years for British Rail after which he was accepted on a two-year BSC course at Bradford College. He received an award from Leeds University for his work. Last year he was offered a place at Leeds University to study social politics and administration and Sheffield agreed to offer him a discount on his tuition fees.

Sheffield's deputy education officer, Mr Councillor Mike Brown, said: "We have written telling Mr Gwaidzo to leave immediately and if he does not, he will be forcibly expelled," said a spokesman.

Mr Rupert Bristow of the United Kingdom Council for Overseas Student Affairs said that, though the Home Office was probably technically correct, it showed a distinct lack of sympathy with people like Mr Gwaidzo who were probably led to believe that they had a good chance

North American news

Universities 'ignoring racial minorities'

from Peter David

WASHINGTON

American universities have until 1990 to respond to an array of bewildering social and demographic changes which will transform the nation's higher education system, according to a report published last week by the National Institute of Independent Colleges and Universities.

The report says university planners have focused on one change - the decline in the number of school-leavers which is expected to continue until the end of the 1990s - but "systematically ignored" the impact of a change in the racial balance of high schools.

Mr Harold Hodgkinson, a former director of the National Institute of Education, points out in the report that by 1990 nearly one in three young Americans will belong to an ethnic minority. As a result, any surge in university enrolments over

the next two decades will have to be led by minorities, particularly blacks and hispanics.

"Most large states have a very high percentage of minority students enrolled in public schools, including 32 per cent in New York State, 43 per cent in California, 46 per cent in Texas, 33 per cent in Florida and Maryland, 28 per cent in New Jersey and Delaware and Illinois."

"The percentages are generally even higher in the elementary schools than in secondary, suggesting that the future will hold even larger numbers of high school students who are from minority backgrounds," it says.

Out of sheer self interest, says the report, the higher education community needs to move swiftly to ensure that the largest possible number of minority students succeed in school and become eligible for higher education. Otherwise, the fall in student enrolments may turn out to be

twice as steep as the 24 per cent drop in the overall number of young people.

But the growing proportion of young Americans who belong to ethnic minorities is only one of the profound demographic changes likely to change the shape of higher education. The report predicts that big regional differences in the demand for university places will create special problems in the 1990s.

While birth rates are increasing in the sun belt - California and the southern states - they are declining in most parts of the frost belt where higher education institutions are concentrated. By 1990, 19 per cent of Americans will live in the west and 31 per cent in the south.

The report continues: "Thus, for the first time, we are faced with a 'two nation' perspective on educational policy, trying to get more educational facilities and services for

youth in the sun belt and continuing to cut back on these same services in the frost belt."

These differing regional patterns will make it difficult to evolve a national policy towards higher education, and more decision-making on educational plans is likely to move from the federal level to the states and regions.

The national institute report does not share the optimism of other recent reports which have suggested that the fall in the number of school-leavers may be compensated for by the growing number of adults seeking some form of education.

While there is indeed a large and growing demand for adult education at all levels, it is by no means certain that the mainstream higher education system will benefit from it, the report warns.

Many adults appeared to be turning instead to a "second system" of

post-secondary education which had mushroomed outside traditional colleges and universities.

"This system was being provided by all kinds of organizations ranging from trade union colleges to about 400 corporations which offered courses to their employees. An estimated 46 million adults were receiving organized education this way, compared with only 12 million students in colleges and universities. Five corporate education programmes already offered their own degrees."

"If one quarter of these 46 million adults now being educated had decided to take their education programmes at a college or university, there would be no decline in enrolments in higher education," the report says. But if higher education wanted to increase its share of adult education it would have to modify its existing structures considerably.

Academics recognized as geniuses

Are you an unrecognized genius? Do not lose hope. The MacArthur Foundation is looking for you. Last week 20 "exceptionally talented individuals" received prizes ranging up to \$60,000 a year to free them from financial pressure.

The awards are part of one of the most unusual programmes mounted by the Chicago-based MacArthur Foundation, a philanthropic venture created several years ago by John MacArthur, an insurance and property tycoon.

The foundation has committed more than \$15m to the programme which is designed to seek out talented individuals and free them "from crippling financial pressures without specifying how the money should be used or requiring any report or project in return."

Unfortunately for many unrecognized geniuses, it is not possible to apply for a MacArthur award. The foundation selects the lucky recipients through a network of talent scouts who do not reveal to the person they nominate that they are being considered for a prize.

The size of the award is determined by age. A 21-year-old can expect to receive \$24,000 a year for five years and a 66-year-old \$60,000. Retired people who are still intellectually active can receive lifetime awards.

In this year's awards university academics received almost all the prizes. One lifetime award went to a Princeton scholar, Shlomo Dov Golen, an 82-year-old student of Islamic civilization and medieval Jewish life.

The only other lifetime award went to Ralph Manheim, a 75-year-old translator and author who translated Hitler's *Mein Kampf* into English in 1943. Mr Manheim lives in Paris.

The other winners were Stephen Berry, professor of chemistry at the University of Chicago. He has researched atomic processes and written about links between thermodynamics and economic analysis; Philip Curtin, a historian at Johns Hopkins University. He is working in the field of historical economic anthropology and historical epidemiology; William Durham, professor of anthropology at



Stanford University. He was written about biological and cultural factors in human evolution and behaviour; Bradley Efron, a theoretical statistician and chairman of the mathematical sciences programme at Stanford University; David Felton, professor of anatomy and neurobiology at the University of Illinois; and Ramon Gutierrez, assistant professor of Latin American history at Pomona College, California. He wrote a social history of colonial New Mexico and the role of the Jesuits.

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Action plan eases engineering crisis

The United States has made some progress over the last six months towards easing the crisis facing engineering in its universities, according to a report from the National Engineering Action Conference.

Unfilled engineering posts in higher education and obsolete laboratories are continuing to threaten the quality of engineering education but there are signs of gradual improvement, the report says.

A follow-up survey by the conference showed that at least some of the problems were being mitigated: fewer university engineers were transferring to industry and a combination of private and government initiatives were upgrading the facilities of university laboratories.

Dr Edward David, chairman of the conference and president of Exxon Research and Engineering Company, said that too little time had elapsed since the New York meeting to see any significant change in the

Berkeley aims for the top of the class

The University of California at Berkeley has broken with tradition and dedicated one of its most prestigious chairs to a scholar whose primary interests will be in teaching rather than research.

Professor Norman Rabkin, a noted Shakespeare scholar, has been appointed to the university's President's Chair for five years and will receive an additional \$15,000 a year for educational development.

Mr Ira Michael Hyman, Berkeley's chancellor, said the appointment was evidence of the university's determination to improve the quality of undergraduate teaching.

"This breaks with tradition, which has previously assigned chairs to professors to assist them in their research. With the President's Chair, we are committing both the professor and the money to a major effort to improve undergraduate teaching," he said.

Professor Rabkin will devote his teaching to the first two years of the undergraduate programme, a period which is widely acknowledged within Berkeley to fall below the standards of excellence which characterize the institution's graduate and research programmes.

While continuing teaching and research, Professor Rabkin will spend five years designing a two-year core programme on Western civilization. The programme would be specifically for first and second year undergraduates and its aim would be to provide a general knowledge of Western civilization. Students would be expected to concentrate on writing and produce essays totalling 12,000 words in the first year.

Berkeley's academic senate applauded the appointment of an academic with an impeccable record in research, noting that the choice would "signal the university's commitment to undergraduate teaching". Professor Rabkin has published widely on Shakespearean and Renaissance drama and is president of the Shakespeare Association of America.

But he pointed out that industry had recently committed more than \$125m to support some 60 engineering education initiatives including graduate student fellowships, faculty assistance grants, equipment donations and new university-industry cooperative agreements.

Peter David, North American Editor, The Times Higher Education Supplement, 1355 H Street N.W., Suite 440, Washington DC 20003, Telephone: (202) 638 6765.

Enrolments fall at private colleges

by our North American Editor

The future of hundreds of small private colleges in the United States has been put in jeopardy by a dramatic reduction in the number of students seeking places.

Figures compiled by the National Institute of Independent Colleges and Universities show that nearly 200 of the less selective liberal arts colleges, many of them church-related, experienced a drop of 10 per cent or more in new undergraduate enrolments last year.

Ms Julianne Still Thrift, the institute's executive director, said that many of these colleges depended on buoyant first-year applications for their financial health.

Falling enrolments meant losses of income from tuition fees and board and residence charges. In a typical college each missing student cost the institution about \$5,600. A loss of 10 per cent in tuition fees in a small liberal arts college often meant a loss equivalent to the institution's combined spending on libraries, computers and administration, she said.

According to Ms Thrift, the sudden fall in enrolments could not be accounted for solely by overall reductions in the number of qualified people leaving school. Using a straight demographic projection, the

private sector could have expected a loss of about 6,000 new full-time students. Instead, the sector lost nearly 17,000.

She continued: "Theory on demand for higher education has held that enrolments ought to increase in economically depressed times because the opportunity costs of being out of the job market and the resulting foregone earnings are diminished. Therefore, the real cost of attending college is less."

"These new data show that, at least in the case of independent colleges, this theory no longer holds. Institutions in states with higher unemployment generally lost larger percentages of students."

One factor which had profound effects on enrolments at private colleges last year was the reduction in federal grants and loans to students. Ms Thrift said. Substantial reductions in "Pell" grants awarded to needy students had eroded the ability of many to pay their way.

She concluded: "Administration proposals to shrink or eliminate student financial aid programmes, and the methods by which Congress has made reductions, disproportionately affect low-income students attending moderately or higher priced institutions."

Courses

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Tel: 01-722 8183.

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Department of Education Management
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Two flexible and highly individualised courses which give staff with responsibilities in schools, colleges and LEAs an opportunity to improve their effectiveness as managers.
Both courses involve practical application of management theory in the student's own organisation.
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Overseas news

Romanian emigrant law upsets US

Western countries are trying to recruit Romanian academics by "neocolonialist methods," the Bucharest newspaper *Romania Libera* claimed last week.

This attack, published shortly after the visit to Romania of US presidential special envoy Lawrence Eagleburger came as something of a shock to Washington which had been hoping that Mr Eagleburger's visit could produce some kind of compromise to the problem of the "education tax" imposed last November on would-be emigrants from Romania.

The regulations demand that the emigrant repay the entire cost of his or her higher education (from the last two years of secondary school upwards) before leaving the country. Payment, moreover, must be in hard currency, which Romanian citizens are not allowed to possess. Such a law automatically excludes Romania from Most Favoured Nation status vis-à-vis the USA, under the terms of the "Jackson Amendment" of 1974, which was introduced to counter a similar requirement imposed by the Soviet government on Jews wishing to emigrate to Israel.

Under American pressure, the Soviet law, while never actually repealed, was quietly allowed to lapse. Since the announcement of the Romanian ruling, State Department officials have hinted that the criterion would be performance, not formality, so that if the law was not enforced, Most Favoured Nation status would continue, even if the law remained officially valid.

Reports from West Germany and Israel, which receive the vast majority of emigrants from Romania, so far have recorded no cases of emig-

rants having to repay education costs — though there have been sporadic cases when other clauses in the new law have been enforced, particularly the requirement of the emigrant to pay the taxes and medical charges imposed on foreigners, from the moment the application to emigrate is filed.

Throughout the Eagleburger visit, hopes remained high in Washington that the law would be quietly allowed to lapse — at least as far as education was concerned.

Sources in Bucharest indicated that the foreign minister, Stefan Andrei, had complained to President Nicolae Ceausescu that the new law was detrimental to Romania's international image and should never have been passed.

The *Romania Libera* article, however, which maintains that those who have received a higher education at the country's expense are therefore duty bound to serve the country with "faithfulness and devotion", is believed to have been directly inspired by President Ceausescu himself.

The idea that graduates have a special responsibility to the country was frequently put forward during the university reforms of the mid-1970s, which were carried through under the direction of the president's wife, Dr Elena Ceausescu, as head of the state committee for science and technology.

These reforms virtually destroyed fundamental research and gave all university courses a strong job-oriented bias. Romanian mathematics in particular was virtually wiped out, and some 200 of the country's leading mathematicians fled abroad.

Mystery fire baffles police

A mysterious fire at the University of Pristina in Yugoslavia which gutted several rooms and destroyed much of the university's archives, is being investigated by security police and the university technology faculty.

Since the student demonstrations in Pristina two years ago, which triggered an outbreak of nationalist demonstrations by Yugoslavia's Albanian minority, there have been frequent incidents of sabotage in the autonomous province of Kosovo.

During the last 18 months, there has been an extensive political purge of both staff and students at the university. The purge revealed various irregularities in the university administration — including the inflation of student numbers to almost double the true figure of 25,000. This was done to obtain additional federal funding out of the allocation for developing areas, which was given on a per capita basis.

Spanish lecturers renew their strike

Eighty university teachers in northern Spain have gone on strike for the third time in this academic year. For the second time, the strike has been a complete standstill.

The teachers are protesting against continuing irregularities in their pay and contracts. They are all staff at the University College of Burgos, which was recently incorporated into the University of Valladolid. It is this change in status which is the cause of the trouble. The major complaint is that staff still do not know what contracts they will be given although they are already three months into the academic year.

The other grievance is that they are not being paid regularly. According to a report in the national newspaper, *El País*, the college's insolvency has built up large debts both in and outside the institution. On occasion, says the report, teachers have had to advance their own money to pay for teaching materials for their departments.

Students refuse to shave off beards

What is the difference between a political beard and an intellectual beard? This and similar questions have become the subject of much academic discussion in Turkey following a Higher Education Council ruling on appropriate dress for teaching staff and students at university. This ruling outlawed hair on the chin, obliges men to wear ties and bans trousers for women among other things.

Police have turned away students from university gates for failing to comply with the ruling. Teaching staff appear to have been more fortunate, although they have not been slow to complain. At least one dean of faculty is among those refusing to shave off his beard.

The ruling has been strongly criticized in the parliamentary-style Consultative Assembly. "It is not the job of the HEC to produce standard students," said one trade unionist, adding that while the economy was being liberalized, beards had been nationalized. Had the HEC nothing better to do?

Professor Ihsan Dogramaci, chairman of the HEC, purports not to realize what all the fuss is about. He rightly points out that university staff are state employees, and that civil servants have for long been subject to dress regulations.

Officer appointed to ensure better deal for university women

from Geoff Maslin

MELBOURNE The University of Melbourne is to appoint a senior academic as equal opportunities officer. He or she will have responsibility for ensuring that there are equal opportunities and prospects for all staff members in the university. It is believed to be the first such appointment in higher education institutions in Australia, although a research fellow was appointed at Sydney University to identify impediments to the employment and promotion of women in non-academic positions. The decision by the council of

Governor investigates sacking

from Lindsay Wright

WELLINGTON

For the first time in New Zealand university history the governor-general, Sir David Beattie, has exercised his authority as visitor to investigate the sacking of a lecturer.

The case of Mr Bob Rigg, a senior lecturer in German dismissed from Waikato University in 1980, is likely to be heard in the next few weeks. Sir David has appointed two commissioners, Sir Clifford Richmond, a judge, and Professor Ken Keith, a university law professor, to take evidence.

Mr Rigg was dismissed by Waikato University's council after he co-authored an article in the local student newspaper linking student cancer deaths with isotope contamination in a university laboratory.

A committee of inquiry set up by the minister of health to investigate the alleged link rejected Mr Rigg's

allegation. After querying the findings Mr Rigg withdrew his allegation and apologized for the article.

Less than a week later he was given his notice by the university council (with backing from the academic board) on the grounds that he had "acted in a manner irreconcilable with his position as a senior lecturer at the university".

The Association of University Teachers told Waikato University that an appeal would be lodged and sought Mr Rigg's reinstatement pending the outcome. But the university extended his appointment only until November 30, 1980.

The association encouraged Mr Rigg to appeal to the visitor as the only remaining avenue of appeal available to university teachers.

New Zealand's solicitor-general, Mr P. Neazor, has said that the inquiry will set precedents both in respect of the procedure which should be followed and in respect of

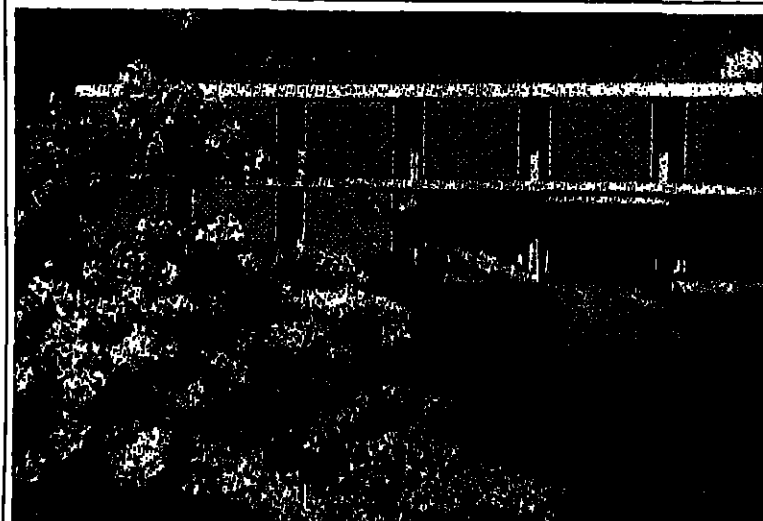
the visitor's jurisdiction to grant a remedy.

"Once this case has been worked right through, the experience which it will provide should ensure that any subsequent case would move much more quickly," he said.

The AUT has meanwhile stated that in any future cases it is important that people should remain on the staff of their university during the course of any appeal.

In his appeal, Mr Rigg is expected to raise the question of whether his conduct was irreconcilable with his position and whether the penalty of dismissal was unduly severe.

He is also expected to claim that some members of the university council involved in his dismissal could have had some interest in the outcome. He may also argue that undue regard may have been given to his past involvement in disputes within the university.



Makerere University library: starved of books

£40,000 appeal launched for Ugandan library

by John O'Leary

An appeal with a target of £40,000 has been launched in Britain to provide journals and books for Makerere University, in Uganda, which has been starved of foreign exchange to restock its library since 1974.

A previous appeal in Canada produced hundreds of academic books and enough money to allow the Makerere librarian to fly to Canada to select those most needed and ship them to Kampala. Now the emphasis is to be on journals, with the hope that five years' subscriptions can be raised for major periodicals.

Until now, the university has been dependent on gifts even though it has the only academic library in Uganda. Both Sussex and York universities have provided sets of books after the revision of some courses.

The appeal is being administered by the World University Service in collaboration with a committee of former Makerere academics. Dr Margaret McPherson, who spent 35 years at the university before her retirement in 1981, said that some promises of money for particular subscriptions had been rescinded already.

"Universities in Britain complain about cuts, but there is no senior

common room which does not have access to all the journals it wants," she said. "Crumbs from the tables of universities here would be riches of Makerere."

Dr McPherson said that she found standards still "remarkably high" on a return visit last year as an examiner. But inflation had left the university and its staff in severe financial difficulties. None of the lecturing staff could afford to live on a university salary, so there was a continuing "brain drain".

Some lecturers had an additional source of income from the ownership of farms, but most had taken second jobs. One runs a taxi service, for example, while a second owns a bus. Only expatriate staff paid in their own currencies are now able to live comfortably.

The university itself now has some 4,000 undergraduates and consequently suffers from overcrowding. The Ugandan government had planned to open a new Muslim university last September at Umbali, but postponed the scheme for a year. The country's financial plight is likely to cause further slippage.

Donations to the appeal should be sent to The World University Service Makerere Library Appeal, 20 Compton Terrace, London N1.

Chinese specialize 'too much'

by Peter Mauger

China's drive for modernization by the end of the century has led to excessive specialization in "key" secondary schools which provide the majority of university places.

Professor Su Buping, a mathematician at Fudan University in Shanghai, has stressed in a recent article the importance of liberal arts to science and engineering students. He is concerned that scores of Fudan students not only think it unnecessary to study literature and history but actually fail to pass their Chinese language examinations.

Professor Su considers that the study of modern Chinese history is essential for an understanding of social development and the cultivation of a materialist-dialectical and historical-materialist world outlook. A knowledge of ancient history, he writes, will give them a better understanding of classical scientific works, thereby laying a good foundation for future scientific research work. Moreover, a study of Chinese literature and history will help them write clear, articulate papers.

Professor Su is voicing a general concern at over-specialization of university courses. At the Beijing Aeronautical Engineering Institute it was the students who requested a special literature course which resulted in 400 students attending classes on *Selected Poems of the Tang and Song Dynasties*. And at Shanghai's Jiaotong University science students are encouraged to select at least one of 12 optional courses offered, such as Chinese language, basic music theory, traditional Chinese painting and Western painting.

As well as the obvious cultural advantages such courses, especially those on Chinese literature and history, are designed to foster patriotism and to supplement the political courses which are still not too popular. One student, inspired by "My Tang poets' patriotism, wrote: 'I love for the motherland is the inspiration encouraging me in my studies. As the strong desire to change China's backwardness spurs me on to study hard.'

mothers, and the appointment of a research fellow to identify the problems faced by women in non-academic positions. The university senate adopted the report.

A new graduate school of business administration at the university also seems assured, according to the Australian minister of education, Senator Peter Baume. The school was recommended by a committee of inquiry into management education last year. The government subsequently committed \$4m (£6.48m) to the construction of the new school which is expected to cost some \$6.5m (£10.5m).

Surprise at the choice for the new general secretary of the university lecturers' union is less a reflection on Diana Warwick's abilities than amazement that the Association of University Teachers should make such an adventurous decision. At a time of crisis for the universities and for the union's 34,000 members close watchers of the AUT had expected the leadership to appoint one or other of the internal candidates shortlisted to succeed Mr Laurie Sapper.

A young (37) woman from a trade union with no connection with education was an electrifying choice for a union with a mainly male, overwhelmingly conventional membership.

But Ms Warwick points out that she is the same age as Mr Rodney Bickerstaffe, the new general secretary of the National Union of Public Employees. And she is not the first woman to become general secretary of a TUC-affiliated trade union.

The 14,000-member Health Visitors Association, which affiliated in 1924, has had a woman senior official. Mrs J. W. Wyndham-Kaye, for some years. However women outnumber men 350-1 in the HVA, while the AUT estimates that just 15 per cent of its members are women.

"I think my appointment is significant. It shows opportunities exist, where women are treated on their merits," she says. "Women play so little part in union affairs generally and I hope my appointment will be an encouragement to greater involvement."

Just 15 per cent of the delegates to the Bradford council which ratified the appointment were female, a proportion which has remained largely unchanged since 1980. But women on the union executive have declined from 17 per cent then to 9 per cent now — the first time it has dipped below 10 per cent for 12 years.

Ms Warwick comes from the Civil and Public Services Association, where women outnumber men by more than two to one.

She graduated in sociology and economics in the late 1960s from Bedford College, where she had been active in the National Union of Students. And early inclination to read English rapidly changed into social studies, largely because of the climate of the 1960s.

"I thought it was a very positive area of development which involved me in dealing with people. It may well have been a part of the 1960s — an increasing awareness among stu-



A new champion for the universities

As general secretary of the AUT Diana Warwick intends to defend jobs and improve conditions. David Jobbins has been talking to her

She moved from the pre-Houghton turmoil of the NUT to the first national strike in the civil service.

Assistant secretary with the CPSSA was the only job I applied for. It seemed to satisfy my desire to stay in the public sector.

As so often in white collar disputes the 1973 strike was over a matter of principle — the Government's refusal to negotiate through agreed procedures for salary bargaining. "We then went on to fight the pay campaign through week-long strikes."

Her first responsibility was for clerical and typing grades across the entire civil service, and she negotiated a restructuring agreement which is still in force. After 1976 she took on responsibility for the 56,000 CPSSA members in Department of Health and Social Security offices.

"It was a time of intense pressure on trade union officials. There were major battles over cuts in spending, on resources and on staff, and cash limits affecting both the level of benefits and the standard of service. There was intense pressure on morale."

"We spent a great deal of time trying to get across the point that the standard of service was bad because there were insufficient staff to provide a humane service, not that the staff themselves were at fault."

The challenge of helping to defend the university service from the kind of Government attack she had witnessed in the DHSS was one of the key attractions of her new job.

It is immensely frustrating to try to do a good negotiating job improving the conditions of your members when your main task is to defend their jobs. All trade unions, particularly in the public sector, are increasing facing this dilemma."

Last year an attempt to run for the deputy general secretary's job in her own union foundered on the immense complexities of the CPSSA's bitter internal politics. "I was not a candidate of the right or the left which means one is unlikely to get anywhere."

"It was then I saw the AUT job advertised and it was an area I was anxious to get back into. If I was going to move on it seemed the ideal place to develop. There are so many challenges to face, I felt I could get a lot done and put a great deal into it."

She has kept up many friendships made in NUT days.

Her priority is to convince the public that higher education is vital to society and the economy and that resistance to the attack on the universities is not special pleading for a privileged elite.

"There is a case for a more popular approach, to create public awareness of what is happening. The case for higher education has to be sold fluently."

She feels that neither the vice chancellors nor the University Grants Committee has fought hard enough to protect the universities, that public intervention by the vice chancellors has been too little, too late.

"There may be a general awareness of the damage the cuts are doing and a willingness to take on the Government, but there are vice chancellors telling the Government they are not unhappy, that they will be given the chance to redirect resources and get rid of the dead wood."

"While as a committee the vice chancellors may have woken up, there are individuals who are using

the cuts to establish their own priorities."

Cooperation with other unions is going to be a key factor. "The challenges are so great that one union acting alone can be easily isolated. Government policy is undermining the whole base of higher education. A united front is our only defence."

Ms Warwick plans to join the AUT as general secretary designate a month before she formally takes over from Mr Sapper in May. In the meantime — as well as taking a brief holiday — she intends to build bridges to overcome any internal difficulties remaining from the turmoil of her appointment. She has already visited several universities, meeting not only local branches but in many cases vice chancellors with whom she may soon be negotiating.

The great tenure battle still remains to be fought, with general recognition that Aston has merely deferred its plans. And salaries — to be fought against the backdrop of the Government's 3.5 per cent cash limit for the public sector — are bound to pose problems both in negotiation and in presenting the final deal to the membership.

It is certain that under her guidance the fight for the universities will be far more than a sterile defence of privilege, for she fully intends to further the AUT's policies for widening access to disadvantaged sections of the community and increasing opportunities for mature students.

There is still this myth about the ivory towers of the university world — probably the universities have not been very good at selling themselves. Almost by default it has become the job of the unions to defend higher education, and there has to be much greater awareness of what universities do."

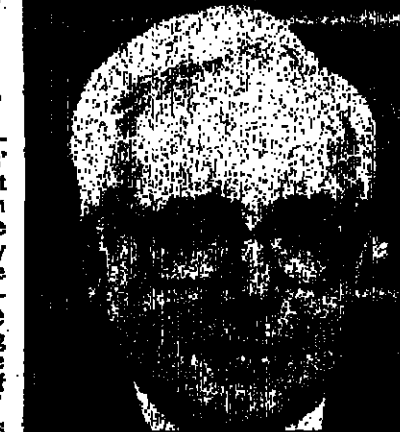
Priorities within the AUT include the need to get away from the two-stage salary negotiating procedure and to try to resolve the perennial problem of union policy on short term contracts and a career structure for research staff — an issue close to home for Ms Warwick whose husband is working on a limited term contract at one of the London colleges.

Those who may feel the AUT has weakened its stance by choosing a woman are in for a surprise — Ms Warwick will prove a tough adversary at the negotiating table.

"I have always been a bit of a fighter," she says.

Making the most of a strong outside influence

John O'Leary talks to Professor Robert Steel, chairman of the Wales Advisory Body



Professor Steel: Consensus approach

If a minister was setting out to provoke controversy in Welsh colleges, he might start by appointing a non-Welsh-speaking, English university principal with no experience of the public sector to the most influential post in their new planning body. But this is precisely what Mr Michael Roberts, under-secretary at the Welsh Office, did when he settled on a chairman for the board of the Wales Advisory Body last summer. It is a tribute to the reputation of Professor Robert Steel, the recently retired principal of University College, Swansea, that appears to have aroused no serious misgivings in the principality. Quite the reverse, in fact. With characteristic modesty, Professor Steel offers the explanation that he was welcomed by the various interests involved as the devil they knew and preferable to some other supposed favourites for the job.

However, the fact that last year he was possibly the first non-Welsh speaker to be vice president of the National Bistodoff is a better reflection of the mark he made in eight years at University College. Official recognition for his service followed in the New Year's honours list, in which he received a CBE.

Although he had no direct involvement with the public sector during his time at Swansea, Professor Steel became a familiar figure in the polytechnic and the larger colleges. Now he hopes to reverse the process. This will be no problem at University College since he has continued to base himself there, but he is aiming to foster more trans-biary collaborations through a liaison committee between the WAB and the University of Wales.

Like Mr Christopher Ball, his opposite number at the National Advisory Body, Professor Steel is

committed to breaking down organizational barriers where possible. He has already begun attending regular meetings with Mr Ball and Sir Edward Parkes, chairman of the University Grants Committee. "We have to believe in a good many crossings of the binary line in order to minimise its significance," he said.

But there the similarities with Mr Ball's task end. Although the two advisory bodies have identical terms of reference, Professor Steel is the first to admit that his problems are of a much lesser order of magnitude. He intends to visit each of the 46 institutions in his care — an odyssey which could never be contemplated by Mr Ball.

Indeed, the WAB has been likened to a regional advisory council, rather than a national body, having responsibility for rather fewer institutions and students than some of the larger regional advisory councils. Professor Steel is in no doubt that, apart from his constitutional necessity, the differences between the English and Welsh systems are sufficiently great to warrant a separate body.

It also seems certain to have a rather different, very much more informal mode of operation. Although Professor Steel's appointment was announced in July and an initial meeting of the WAB committee, chaired by Mr Roberts, was held before the end of the month, the second meeting took place only last week. There will not be another until the end of March.

The membership of the committee was split between the Welsh Coun- cilities Committee (the local authorities' association) and the Welsh Joint Education Committee (which in higher education has performed the functions of a regional advisory council). In practice, however, the two bodies just happen to nominate one councillor from each of the eight Welsh counties; thus defusing any geographical controversy while still keeping within the Secretary of State's terms of reference.

Geographical distribution has proved more of a problem at the board, which is heavily dominated by the south. This led to argument at last week's committee meeting, but was justified on the grounds that the majority of the population and the majority of higher education is located in the south.

one polytechnic and nine major colleges, the range of interests within the NAB are simply not present in the Welsh body.

Neither is there the need for the sort of mammoth planning exercise which NAB is undertaking at present. The finance panel is working towards the same 10 per cent cut over three years, but there has been no decision on how the cuts will be selected. It is likely that UGC-style visitations will form the basis of their judgments.

The WAB set-up leaves little alternative. It simply does not include a secretariat of the size and type enjoyed by the NAB. The board and committee are serviced by three joint secretaries based in Cardiff, all of whom have demanding jobs already at the Welsh Office: the WJEC and the WCC. Professor Steel is 50 miles away in Swansea, keeping in touch by telephone.

He is likely to find retirement hardly less busy and probably no less

fraught than his time at University College. As well as his WAB chairmanship, he is a recent appointee to the (troubled) Social Science Research Council and chairman of the governors of Westfield College, Birmingham, which is under pressure to merge with Newman College as a result of the teacher training cuts.

The Welsh training cuts will provide the WAB with its first real test, the board and then the committee meeting in March to set targets for next year. Wales escaped almost unscathed from the Government-imposed cuts last year, but received targets for only one year to allow the WAB to take a longer view. In this respect, it was the envy of the NAB, which had to watch while decisions were taken which were bound to preempt future planning. An additional spin-off from this responsibility was that the one voluntary college, Trinity, Carmarthen, was with the WAB from the start, unlike their English counterparts.

Inevitably, however, it will be the 10 per cent cuts exercise which makes or breaks the WAB. Professor Steel does not envisage the dramatic results countenanced by Mr Ball in England. "There are bound to be some withdrawals of courses," he says. "There is no way of avoiding that, but I would not have thought that the closure of any institution was likely."

It is a consensus approach characteristic of Professor Steel and, thus far, of the WAB itself. When he went to Swansea, he said he would enquire if he left with as few enemies as he could. At Liverpool University, he seems to have succeeded, but whether Government policies will allow him to say the same after his stint at the WAB must be more doubtful.

Olga Wojtas on the work of Strathclyde's award-winning audio visual services unit

University film-makers focus on the job market

Strathclyde University arts and social science students are facing the current round of employers' interviews with less trepidation than in previous years.

Last term, the Student Advisory Service set up a six week career planning course, attended by 140 students, which helped them make a career choice, analyse their abilities, fill in application forms, and ended by mounting a series of interviews with genuine employers ranging from British Rail to United Biscuits and Marks and Spencer.

The interviews were filmed by Strathclyde's audio visual services unit, and were then replayed and discussed by the students and interviewers.

"The students chose jobs they were interested in, and got a good run for their money," says careers adviser Barbara Graham. "They went in with fear and trembling, but when they have their real interviews I don't think they will have the same dreadful anxiety, having met an employer who went over their performance helpfully and constructively, pointing out where they had perhaps given weak answers."

"This was a pilot project, but we intend to hold it annually now, and possibly extend it to other students. Given the job market, it's no longer sufficient just to be a good average."

Strathclyde's audio visual team is used to making "self analysis" programmes for various departments. Students playing sales people try to sell products to students playing employers, or put forward the case for expanding British shipbuilding to a group of sceptics while tutors watch the results of their teaching.

Forensic science role playing has achieved a certain notoriety - lecturers take the part of judges and advocates in a mock courtroom, and students playing expert witnesses have been known to crack up under the dual strain of aggressive questioning and the television cameras.

But Gordon Thomson, who with Jim Harold manages audio visual services, points out that this is only a small part of the department's work. The 19 staff make teaching films for any Strathclyde academic who wants one, and in the process have been scooping up professional awards, winning ten over the past two years alone.

When the Educational Television Association Awards for 1982 were announced in December, Strathclyde had won three of a total of six for the whole of Britain.

Two of Strathclyde's award-winning films, both in a series made for the department of architecture and building science, were directed by Gillian Skirrow who has now been transferred to English studies to help launch with Professor Colin MacCabe a joint degree with Glasgow in film and television studies.

One film, *Utopia*, which won an ETA award for best graphics as well as a Royal Television Society award, is a futuristic fantasy where new technology has taken over from all but a few people, and cities are riot prone and ungovernable. It has an intriguing touch - the prime minister is a social democrat. The SDP had not been formed when the film was made, the staff explain hastily, and it was considered a non-controversial Continental theme.

The other award-winning films have been directed by Gordon Thomson and photographed by Jim Harold. They include *Chips for evermore*, an introduction to microprocessors written by Dr Ian Sommerville of computer science, which contains what is believed to be the first comprehensive account of how a microprocessor is built up.

"We couldn't find any explanation beyond a most perfunctory one in printed publications or on film," says Gordon Thomson. "Manufacturers' versions were too detailed, and academics' versions covered the principles only."

Strathclyde's audio visual team on the Isle of Arran, filming for the Department of Architecture.



The audio visual team took the unorthodox but effective step of buying Dr Sommerville in their van on the way to various filming locations until he produced an acceptable explanation which was turned into pictures by the graphics department.

Films are produced for a particular group such as second year or honours students, but are intended to be able to be used by anyone.

"They should be understandable to any reasonably intelligent adult," says Gordon Thomson. "After all I've got to understand them."

Mr Thomson, who worked for ten years in broadcast television, adds: "The joy of working with academics is that they're highly intelligent and quick to grasp the point you're making. They're also very receptive to new ideas."

The audio visual team had to be fairly receptive itself when filming *Cause and Effect* for the psychology department, in which a husband stabs his wife to death following the visit of one of her female friends. The subject matter didn't disturb

them ("Lots of blood!" they say cheerfully) but the scene was enacted by the Strathclyde Theatre Group who did not work to a script but relied on improvisation. The camera crew was left dodging round the set desperately trying to predict who was going to speak next.

The team also rashly promised the department of mechanics of materials that whenever possible it will turn out in an emergency to produce a teaching film.

It was held to this a few years ago when a tower crane above a mainline station partially collapsed, and within minutes a film crew and mechanics lecturer were on their way to take dizzying shots from a neighbouring roof while shops and a pub below were evacuated and closed.

Filming of the potential catastrophe continued over two days while the crane was delicately dismantled, the pragmatic lecturer pointing out that it would be a good film whatever the outcome. It lived up to his expectations by winning the International Scientific Film Association Award in 1978.

At a time when audio visual services may be among the first areas threatened by the cuts, Strathclyde is firmly backing its own unit. A senate working party reported that it was not a luxury used by a few staff, but an important teaching aid.

"I think visual illustration helps any lecturer, but I hope these films put across a teaching point more effectively and interestingly than could be done otherwise," says Mr Thomson.

He adds that the unit generates a fair amount of income from the hire and sale of its films. It has even sent film to Hollywood (in the guise of one of the University of California campuses). The BBC has used several excerpts. A film on automated library circulation systems was one of the first imports to China after the Cultural Revolution, and was also sold to Poland, Iraq and Zimbabwe.

And if Strathclyde is ever in dire financial straits, it can always make its fortune selling the gory psychology film as a video nasty.

attempted to compress and synthesize the entire thesis.

The series, though slow in starting, quickly gained a momentum of its own, with eight volumes in a year, a rate of publication which amply fulfilled Professor Fraser's hopes.

One sad aspect in an otherwise highly successful enterprise was the untimely death of Professor H. J. Dyos, who held the chair in urban history at the University of Leicester, the only British academic with that precise designation. Professor Dyos was originally responsible for the planning of the series and indeed chaired the Steering Committee for Urban History (now the Urban History Council). Before his death, Professor Dyos had planned a conference to discuss the nature, role and future of urban history as an autonomous discipline. That conference was eventually held after his death and the proceedings are to be published by Edward Arnold this March.

Inevitably, the discipline has experienced some internal dissension as to its precise nature. There are those who feel that, in keeping with contemporary methodologies, the discipline should constantly examine its own premises and procedures; typically British urban historians have tended to take the opposite, pragmatic view and to attack the material more directly. Urban history has suffered organizationally and structurally by its not fully defined status as a discipline.

The success of the venture, is heartening and points the way towards a rigorous and important reappraisal of the historian's function. Many have been put off by the theoretical complexities of Foucault and others and there is a danger of retreating from "theory" back into an unquestioning reliance on brute fact. Projects like the "Themes in Urban History" series, as well as suggesting alternatives to the current publishing dilemma, suggest that there are positive syntheses to be

A cross-section of converts

Felicity Jones reports from an international conference in Turin at which Karl Popper gave a lecture



Popper: in the forefront of Italian thought

To imagine a British academic conference backed by a group of industrialists, fashion designers and an influential bank is difficult enough. But when the bank is to the right politically, in this case Christian Democrat, and the group is socialist it becomes near impossible especially when the principal speaker is the liberal philosopher Sir Karl Popper.

Yet this was the case at an international conference on the problems of rationality in politics, economics and philosophy "Individual and Collective" organized by the Club Turati and held in Turin last week. Such a curious phenomenon says as much about the Italian respect for thinkers, who can manage to grab the headlines in influential newspapers like *La Stampa*, as it does about the shift in Italian politics which has brought Popper into the mainstream of political culture.

On this occasion he was treated with the reverence of a "grand old man" of political thought, courted and lionized like a superstar, plagued by the "paparazzi" (the notorious band of press photographers) and while in Milan over a thousand disciples came to hear their guru and jostled to get his autograph.

There are several reasons why Karl Popper, who gave his famous defence of liberal democracy against totalitarianism in the book *The Open Society and Its Enemies* in which he advocated "piecemeal" social engineering, should have come to the forefront of Italian thought.

There are three main strands in the country's political life which help to explain why he has caught the public as well as intellectual imagination. First has been the crisis in Marxism: the Communist Party still receives about 35 per cent of the vote and Marxism has also influenced thought within the Socialist Party, but there has been a growing disillusionment with it as a workable system, particularly as an economic theory in the light of the country's considerable financial problems.

Second, there has been a decline in influence of the Italian idealist philosopher, Croce, who for many years provided liberals with a philosophy which took account of economic activity but failed to provide the answers for an increasingly com-

plex, technological society. Similarly, and a third reason, has been the rejection of Catholicism as a dogmatism which, in Popperian terms, has been interpreted as another facet of the closed society.

There are other factors which explain Popper's influence now. His magnum opus, *The Open Society*, was translated into Italian by Professor Roberto Bobbio of Turin University only in 1973, almost 30 years after its publication, although his philosophy of science and methodological works were translated earlier.

Elsewhere in Europe the translations came earlier so that in Germany his ideas became more closely linked with the Social Democrat party and the former chancellor Helmut Schmidt wrote the preface to the book. In France, his fortunes were also tied in with the political ascendancy of centre right politics in the mid-1970s but his influence has fallen away since the socialists took power.

In Italy, however, there is no clear link with any one party as yet as one of the organizers of the convention Dr Angelo Petroni, who is the country's representative on the Open Society, an international group composed of Popper's former pupils and followers, pointed out. Popper's influence crosses conventional party lines picking up converts from a variety of parties.

Most active followers are liberals and socialists but it is a proud boast that even the Communist Party leader Enrico Berlinguer said in a newspaper article that if he came back in a second life he would like to develop a Popperian philosophy. Converted Marxists, such as Milan University's professor of economics Giulio Giorillo who presented a paper on utilitarian ethics at the convention, are warmly welcomed. And the present socialist government, which will probably have to go to the country in an election within the year, has a Popperian, Professor Francesco Forte, in the significant position of minister of finance.

His presence caused considerable security problems when he arrived with a battalion of armed guards in the city which has been a centre of Red Brigade activities. It was suggested that such a prestigious conference could not have been held in

Turin two years ago for that reason.

Professor Forte's paper argued for a utilitarian reformulation of the principles of the American philosopher John Rawls, given in *The Theory of Justice*. Rawls used his "maximin" and "difference principles" to postulate a theory that society should be so arranged that the poor members should not be made any worse off by any change in social policy. It is a model which does not take account of those like Townsend who see poverty as relative, but rather takes the status quo as its base without involving any significant distribution in wealth.

Forte argued, in turn, that in order to maximize the benefits to all individuals in society, Rawls's theory of a competitive inegalitarian society had to involve a shift which would provide protection in some form to the less wealthy. Likewise, the wealthier citizens need to be protected from risk and provided with an incentive to high productivity keeping their entitlement to certain property, both inherited and earned.

In this argument, he was following the utilitarian maximization principles promoted by John Harsanyi, professor of business administration and economics at Berkeley. In his paper, Harsanyi, acknowledged the close link between his principal of expected-utility - that social systems and rules are chosen because they are most likely to produce the highest benefit to the average individual in society - and Rawls's views.

Harsanyi, however, rejects Rawls's maximin principle as irrational because people cannot live expecting the worse to happen otherwise they would never cross the road for fear of being hit by a car. It was also unbelievable, he said, to have a moral code which gave priority to the most disadvantaged individuals in isolation to other groups in society. "We must definitely reject any ethical theory that would force us to discriminate against some people because they have attributes, such as greater wealth or higher social status that carry no moral stigma yet happen to be out of favour with some philosophical or political ideologies," he said.

His principle is derived from the view that decisions are based on choice and the choice is between different lottery tickets on the basis of the highest expected, but still uncertain, good to everyone.

But Harsanyi's theory does not take account of personal gambling attitudes. The question put by Professor John Watkins of the London School of Economics, who has debated the issue with Harsanyi over a number of years, was: who decides whether one person's attitude to the risk-taking involved in moral decisions is more rational than another's?

A person may go for a certain outcome in some cases but may prefer to opt for a less certain lottery ticket where there is the prospect of higher expected utility. In another instance, this, he argues, is a rational decision which should be respected as such.

For some years, Watkins, a former pupil of Karl Popper, has been asking his students to choose between two groups of choices involving cash rewards. He found that while they would normally go for the certainty of £1,000 rather than the 70 per cent chance of £2,500, the students were prepared to opt for a 0.7 per cent chance of £2,500 rather than a 1 per cent chance of £1,000. There is an "illogicality" here which Harsanyi's view does not answer adequately. According to him, the students should have taken the 1 per cent chance of £1,000 under the principle of expected-utility and it is too easy to dismiss their choice as irrational.

It is no mere coincidence that there was such a heavy emphasis on utilitarianism, the roots of which are found in the British movement of social reformers like Bentham and Mill. As a rational view of ethics, it provides the bridge between Popperian thought and economics.

A viable alternative to Marxist-inspired social systems based on notions of equality has to provide a completely integrated ethical as well as political and economic philosophy from which decisions and social reform can flow.

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Elbow room for historians

Brian Morton on the new approach to history away from the 'great' towards 'immediate' sources

added a final blow to Carlylean historiography. A book such as Lawrence Stone's *The Family, Sex and Marriage in England, 1500-1800* (1977) would not have been possible without the kind of awareness of "buried history" which feminism helped to foster.

Stone was prepared, as earlier historians would not have been, to draw much of his substantive evidence not from the notoriously "ideological" statistical record but from ideas and presuppositions inscribed iconically in such things as popular prints, bawdy songs, theatre posters. The result was an epoch-making example of an ideal long held by historians, history as process. As well as changing the constituency of historical study, recent theoretical developments have changed for ever the historians' methods. The shift of focus away from the "great" - events or people - has restored a confidence in such formerly dubious areas as private memoirs, the oral record (something that only really dates from the first practically portable tape machines in the 1940s), and the historical importance of "immediate" sources.

In the past year, *THE THES* has published four articles showing how the procedures and materials of the historian have changed: Arthur Marwick (September 10, 1982) and Anthony Seldon (August 28, 1982) demonstrated clearly how previously unacceptable sources and even the oral record could be of primary importance in interpretation; Geoffrey Fintleyson (November 5, 1982) de-



Plan of a street proposed for Leeds. From *Municipal Reforms and the Industrial City*, published in the "Themes in Urban History" series.

ity of historical research and the ways in which present and past can be used to illuminate one another. Last week Peter J. Beck, in discussing the Public History movement, looked at attempts to make history more directly relevant to everyday political and social concerns.

Fortunately, most practising historians (except for powerful groups in France and Germany) have avoided the temptations of "metahistory". For whatever claims the new history makes, one crucial imperative remains from earlier procedures, that of making clear what happened.

The Leicester University Press series "Themes in Urban History" has combined an awareness of new historiographical methods with a firm, empirical approach. Like the journal *History Workshop* and the seminars it sponsors, the Leicester series is concerned with elucidating movements and developments in social conditions which are otherwise in danger of being buried beneath party political nostrums or historical generalisations which are too heavily de-

so far looked at town planning, the social and economic profile of pre-industrial country towns, suburbia, the municipal reforms of the 1830s and the power of the patrician moneyed class in nineteenth century towns.

Derek Fraser, professor of modern history at the University of Bradford and general editor of the series, describes its origins: "There was a feeling in the late 1970s that there was a problem in getting work quickly to an academic audience and in a form that would do justice to original research. There were enormous queues for academic journals and these also imposed a word-limit of 6,000 to 8,000."

The "Themes in Urban History" series was intended to give individual authors elbow room and the chance to see work in circulation more rapidly than was otherwise possible; scholars, who had made either a theoretical or factual contribution to the discipline. Authors either abstracted one theme from their thesis

Patricia Woodward and Patrick Dalton consider the sorry state of legal education in Britain

Passive followers of a strongly scented trail?

The story of legal education in England is a long and sorry one. Apathy, insularity, professional rivalry and high hopes frustrated by conservatism make up the central theme. For centuries the cradle of one of the greatest systems of law in the history of the world had virtually no system of education. Even today English legal education is retarded by those old bad influences. It has also picked up some new ones on the way.

Perhaps the most refractory cause of its problems today is the long drift apart of the practical application of law from its theoretical study. In a living system of law neither activity can do without the other. This is surely true of all subject study from history to astronomy. The concrete without the help of organizing minds is without order. The organizing mind without the restraints of the concrete can quickly run to silliness.

English law was not considered to be a subject for academic study before the middle of the eighteenth century. The Inns of Court provided practical exercises in procedure but did not teach principles of substantive law. Experience gained through attendance at court and in the chambers of practitioners amounted to an apprenticeship for young lawyers. Education ran in step with the development of the common law system itself. High forensic techniques preceded abstraction of principles in the growth of our legal system. Legal education during the middle ages and early modern times is no more open to criticism on this account than is education in other fields. If medicine is chosen for comparison, then we find ourselves in the barber's shop.

In the universities legal studies were restricted to Roman and Canon law, graduates generally going into the church. English law received little attention as a principled system until Blackstone began a series of lectures on the subject at Oxford University in 1753. These lectures were not aimed at practitioners. This example was followed at Cambridge University and Trinity College, Dublin. The innovation proved to be a false dawn and more than a century was to elapse before English law became established as a subject worthy of study in a liberal education curriculum. Meanwhile the professional bodies for both barristers and solicitors provided no opportunities for legal education. All was a matter of self-help. Qualification depended mainly on time and routine. There was no safeguard in regard to competence.

In 1846 the Select Committee on Legal Education reported. It is not only in the field of legal education that contemporary Britain has failed to live up to the standards proposed by the hard pressed and maligned inhabitants of the Victorian age. By this time only London University was offering a course of study on English Law, Oxford and Cambridge having declined after Blackstone's influence. Some of the committee's findings and recommendations must still snap at our heels. The contrast between our system and that prevailing in Germany was noted. German universities demanded minimum admission qualifications, enjoyed a high number of professorships and curriculum organization, and insisted upon course discipline on the part of students. While recognizing exceptions, the committee feared for the general standards of ability and character of those entering the profession. The lack of academic influence, the undue influence of technical expertise and the lack of principled law practices were noticed.

It is, perhaps, worth pursuing the analogy with medical studies. Suppose that in the late nineteenth century medical studies at Cambridge or London University had been represented by the study of herbs and remedies in use in the Mediterranean lands in the centuries preceding the times of Christ. Imagine also hospit-

als and clinics to have been deprived of any scientific or practitioners' advice from academic medical institutions. Looking forward even to 1983, conjecture that there would still be no teaching hospital wherein students could see live patients under the supervision of teaching staff who themselves had contact with real patients. Where would medicine be in these circumstances?

The committee noticed also a myopic judiciary, poor drafting of legislation and the inadequacy of undergraduate courses in law. A university of law was indicated. A Royal Commission appointed in 1854 confirmed and developed this theme. The idea of a common basic education for both branches of the profession was now up for discussion. The significance of an intellectually and socially superior Bar committed to liberty, socially professional independence and conservatism in academic circles proved to be too powerful for radical reform.

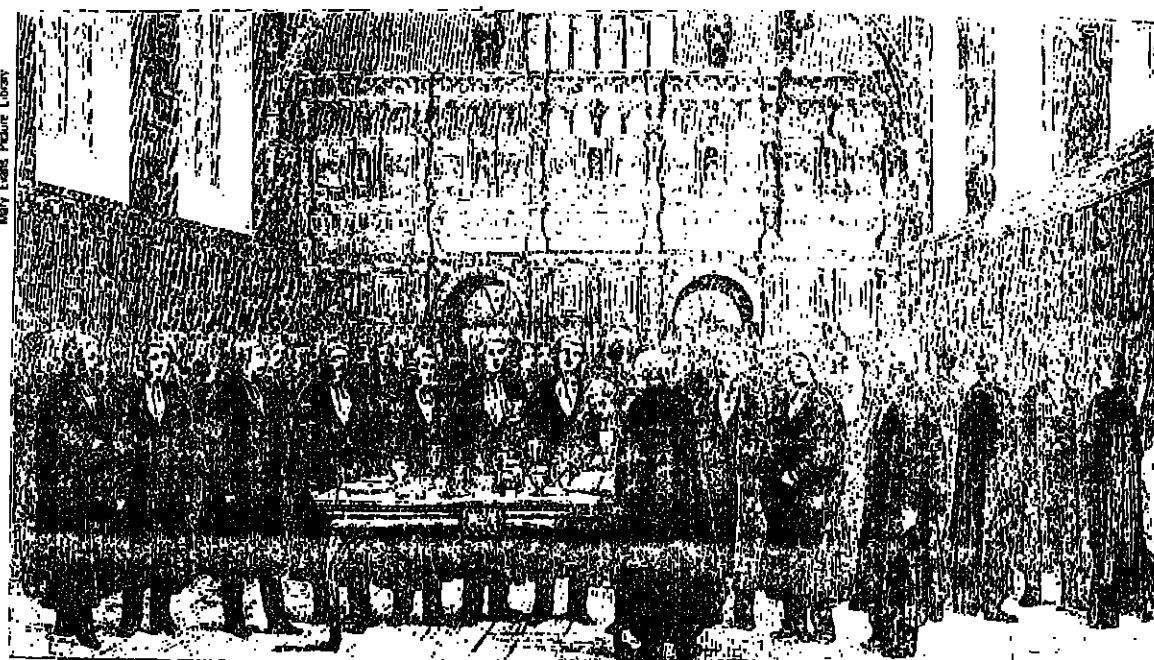
Blackstone's false dawn had highlighted factors which are still in the dark today. It flickered on jurisprudence, comparative law and the rationality of law in the broad sense. The 1846 committee signalled the importance of educating the student rather than filling his mind with factual knowledge through rote learning.

At the end of the nineteenth century and at the beginning of the twentieth there was a burst of activity at the universities. Dicey, Maitland, Holland, Anson and Pollock are names well known to students on any law degree course today. Law departments in provincial universities began to spring up. By 1950 many qualifying barristers, and some young solicitors, had degrees in law. The Law Society had shown itself to be sympathetic to reforms in education. The nature of the activity within those law departments is a matter of question, however.

Professor E. C. S. Wade remarked that too many teachers contributed little beyond an annual dictation of notes, that courses were too much a matter of cramming and memory and that too little attention was paid to law reform. Academic lawyers, it appears, possessed all the narrowness of outlook attributed to the practitioner and, we would add, lacked the incentive of economic independence to whet their energy and creativity.

There have been in recent years however encouraging signs from several directions. Space only allows brief mention of a few of these. Some university and polytechnic law schools are beginning to set a good example of legal studies liberally and contextually based. The Council for National Academic Awards appears eager to support change and experiment. Institutional units supporting improvement in teaching and learning in all disciplines are appearing. The education development unit at Birmingham Polytechnic has enabled a very productive exchange of ideas and practices to stimulate development in study methods across many law schools. Professional bodies have also been active. The Law Society, for instance, has replaced the old finals course for solicitors by a much more relevant course of study. The Council of Legal Education has also redesigned its finals course for practitioners.

Nevertheless, some of the deficiencies in our system remain nothing less than fundamental. Most institutions would claim that their honours degree courses in law foster the growth of certain intellectual qualities. These would generally include logical thinking, critical reading and listening, open-mindedness, appreciation of subject boundaries, of relationship of subjects and of the social, political and other contexts which give life and purpose to law. Initiative, foresight, judgment and intellectual independence would also be within the aims of most.



Called to the bar: an adequate training?

Yet tuition methods, syllabus content and assessment techniques can make the achievement of these goals improbable.

As to teaching methods, the programme of two lectures per week and one tutorial per fortnight enjoys special reverence. The two lectures enable the lecturer to "cover" most subjects adequately. Most topics in a syllabus can be discussed at some length. Students can receive a fairly full digest of the subject as produced by the intellectual enzymes of the lecturer. There are dangers in this. First, the teacher, frequently also an examiner, might finish up by marking his own lecture notes every June. Second, and more seriously, it is arguable that the person who benefits most from a lecture is the lecturer. Many of the activities likely to develop the intellectual qualities mentioned above are reserved for the lecturer in a system based heavily on lectures.

It is lecturers who must read the treatise critically, examine the original sources, discover and epitomize the learned periodicals and adventure into neighbouring subject fields.

Suppose that... medical studies had been represented by the study of herbs and remedies in use in the Mediterranean lands in the centuries preceding... Christ

It is they who must exercise initiative and independence, suffer the pain of choice and rejection and finally enjoy the reconciliation of synthesis and expression. The students are then invited to sit down and enjoy the film if it is.

What then is asked of students? At worst the demand is too much for a retentive memory and an orthodox acceptance of settled doctrine. Too great an interest in the policies and politics of the law is not always encouraged. The great exhortation of civilization to stand on the shoulders of the previous generation gives way to a restraint which requires students to keep close but stay behind the leaders of thought.

It is submitted that the qualities so often claimed to be encouraged by teaching methods which require much more active participation by students in their studies. The lecture has an invaluable role to play. It can be the medium through which students can be directed, stimulated, and even inspired. It can deal with particularly difficult or inaccessible topics. It can impart colourful personal impressions. It can provide an occasion for social bonding. It can raise problems and point to solutions from a vantage point which the students cannot have reached. It can range across other disciplines in a way hardly permitted in formal treatise. Finally it can be homely, enjoyable and responsive to the audience, day of the week and hour of the day.

Such formidable advantages should not be squandered by routine. Syllabus content is the next problem. To prospective law students it is perhaps the most important factor of all. They wish to read law but do not wish to be isolated from those rivers of thought which carry the next generation to its spawning grounds.

They look for links between their chosen subject and the philosophy of life they are forming. At least they hope it is relevant to everyday life. These hopes will be disappointed if they are confronted with legal studies with little emphasis on the social function of these rules can turn law into an abstract game. It can be fun for a short time, but it soon reeks of the sterile sterility of the argument about infectious diseases in the Preface to George Bernard Shaw's *The Doctor's Dilemma*, if there were no natural germs to look at and no real laboratories in which to puzzle over them.

In the context of law practical analogies of this abound. A lawyer comes to a town and country planning appeal. Are the Town and Country Planning Acts sufficient equipment for him, even supplemented by regulations, circulars and previous decisions? Certainly not. Architectural taste, road traffic policy, local economics and village bigotry usually count for more.

In the same way, often knowledge of employment law is less important than appreciation of management and worker problems. These considerations have led some to question whether lawyers are now the right people to be concerned in matters of divorce and separation of spouses. Important though the law is, it seldom causes people to marry and probably less often causes them to part.

The idea of law studied in its contexts is now gaining ground in our academic institutions. However, it still appears as a trespasser to some. Even within particular law syllabi subject heads are inclined to suffer isolation. Contract, tort, land law, equity and others stand vertically distinct, their academic independence confirmed by textbook titles.

Even within particular law syllabi subject heads are inclined to suffer isolation. Contract, tort, land law, equity and others stand vertically distinct, their academic independence confirmed by textbook titles. Examination heads acknowledge the need for a more integrated approach across the law. Strong conceptual themes justify their separate identity in the initial stages of study. Yet too often the conceptual approach fails to mature to contextual study. Real legal problems do not crop up neatly in these vertical conceptual planes. Often they spread horizontally and contextually. A road accident might sound in contract, tort, crime and even family law. Indeed law is a seamless cloth and garment. Several law schools have now taken up this theme and legal literature is beginning to reflect the movement.

These factors also affect assessment. Assessment by unseen examination, alone, following a lecture programme, law candidates to play safe by returning answers reflecting views so amply expressed in lectures.

If the aims of a course are the attainment of the intellectual qualities mentioned earlier, then the objective standard of knowledge displayed by the candidate, disproportionately reflecting that of the teacher, should not be the dominant feature. Quality of mind rather than quantity of knowledge should be tested. Diversification of assessment methods is called for. This is not to deny the role of unseen examinations. It is simply to submit that they should be supplemented by other assessment methods and that within heavy lecture programmes they can play false. They can play into the hands of those who passively follow a strongly scented trail and can be a disadvantage to those of original or independent mind.

In conclusion we would like to bring two issues into focus, one concerning legal education, the other relating to higher education generally. As to the first, perhaps one of the most serious criticisms made of both branches of the legal profession is that members confine their activities within too narrow a range. Solicitors spend too much time on conveyancing and probate. Barristers are too little involved in tribunal work. Powerful influences other than legal education are active here, availability of legal aid for example. Nevertheless, some aspects of legal education are at present better equipped to train students for routine lever pulling than for encouraging them to design new levers or at least to use existing levers for new purposes.

As to the second question, we teachers feel ourselves if we believe that students really prefer long periods of captivity within the lecture theatre. They certainly seek direction, group-bonding and hints as to examinable syllabuses. They might profit from meetings with us for short periods. The present examination system accentuates these factors. The dog will do many tricks when he knows his master holds a juicy bone behind his back. For really independent and rewarding achievements however a different pattern is called for. Students, like people in general, enjoy and profit most by doing things for themselves - under guidance. This has been our experience during the recent years in the law department at Birmingham Polytechnic. The standard of work has generally improved in proportion to the extent to which we have extended the opportunities for independent study. Our humble efforts have no doubt been outmatched by many other institutions. We only write this because, although we have noticed several expositions on teaching methods, we have seen little on "non-teaching" methods.

This brief article is not designed to put teachers out of business. Only the "lever-pullers" are really threatened. Does that not affect you or me too? Perhaps we had better check whether we have made any amendments to last year's notes before we give next Monday's lectures.

Patricia Woodward is principal lecturer in law and Patrick Dalton is head of the law department at Birmingham Polytechnic.

In a class of their own?

In the final part of our series on the British intelligentsia, A. H. Halsey concludes that intellectuals do not belong to a class of their own

Over the past century a distinctive literature has accumulated on intellectuals. It has settled nothing. Its contemporary interest is assured if only as a continuing licence for gossip by academics about the notables among them. Its continuing importance is as a contribution to the sociology of knowledge, that is how ideas are socially formed and socially realized.

Ideas are of interest in this context only in so far as they move the world. Mendel's genetic discoveries, for instance, lay in a social vacuum for a century until they were rediscovered in 1900. Subsequently taken up by universities, they have reshaped society, for example by tightening control over pigs and corn, by influencing the procedures of educational selection, and by modifying the perception of race and sex. Universities linked to business and government thus realize ideas. What was once the intellectual amusement of a monkish reclusé eventually became an organized industry and administration capable of transforming man and nature.

This example signals the profound importance of the subject, but does not describe the literature on intellectuals which is mainly and characteristically more narrowly focused on the relation between intellectuals and the political order. In the tradition of liberal thought the primary concern has been with freedom of inquiry.

Among Marxist writers the preoccupation has been with the role of intellectuals in class conflict. The two traditions are not, of course, hermetically sealed, and indeed over the past 20 years have tended to converge on to the idea that intellectuals themselves form a class; but in neither tradition are the definitions clear.

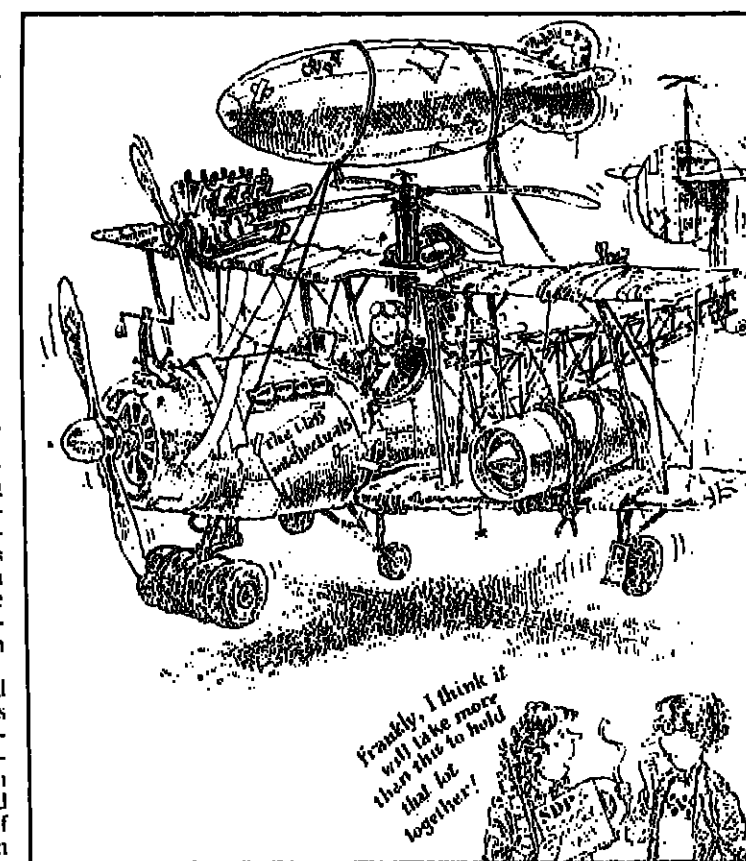
On the class issue, however, two things are clear. In the twentieth century the division of intellectual labour has become one of vast scale and complexity, and universities have come to occupy a central role in it. Daniel Bell has elaborated these developments into the thesis that the university (in post-industrial society) has displaced the business enterprise (in classical industrial society) as the central institution guiding production and distribution. In tacit agreement such writers as Alain Touraine have depicted the campus as the locus of class struggle in terms reminiscent of Marx and Engels on a Manchester factory.

At all events the university domain has been dramatically enlarged since the noun "intellectuals" began to have wide currency in reference to the nihilistic Russian university students of the 1890s or the Dreyfusards of the 1890s in France. Then university graduates constituted a tiny one or two per cent minority; now developed countries offer post-secondary education to a quarter, or in some cases like America, Sweden, or Canada, more than a half of their young people.

A class, if it is a class, has become a sizeable force in our time. And in the process the university has evolved out of its medieval European origins as the principal sustaining institution of the intellectual community. Even Wittgenstein, for all his hatred of university life, found it compellingly convenient to live in one.

The attraction may be ebbing now. Public sector institutions, at any rate, are under widespread fashionable attack (ironically in the name of a version of early nineteenth century doctrines which created the liberal university). The present Secretary of State for Education is prone to believe that the liberal polity and free business enterprise have been undermined by left-wing dons.

True it is difficult to conceive of either a culture of high technology without a university system or of a university system without heavy state patronage. Yet intellectuals are always prone to fall out with the powers, as Hobbes saw when he ex-



amined the reliability of the dons in seventeenth-century England. Of course, they always did constitute a potential threat to any status quo - a thought can be critical.

But in the past they have found other patrons than princes, churches, armies, grub street and coffee houses, even the begging bowl and the gutter, have sheltered them. Edward Shils' writings remind us of the long wide sweep of institutional support which has succoured intellectual labour down the ages, from Christian troubadours and Brahmin pundits to contemporary professors, columnists, and best-selling authors.

No wonder the definition of intellectuals is difficult. Shils distinguishes them from the unreflective lay majority as "persons with an unusual sensitivity to the sacred, an uncommon reflectiveness about the nature of their universe, and the rules which govern their society". He thus establishes connexions and continuities between priest and professor, pundit and political theorist.

But the definition also raises two problems - that of the relation between the two elements, concern with the normative and curiosity about the existential, and, given the increased scale of intellectual work with which the expansion of the modern university is linked, the relation between the "clerkly" and the "lally". The two problems together raise the question as to how ideas which originate in a secular discipline such as nuclear physics are socially applied in ways which generate normative problems of tremendous significance.

Whoever, then, are to be counted among the intellectuals, the character of their institutional attachment and support becomes crucial in determining the influence of their ideas. One, but only one, way of tackling the issue is to ask whether twentieth-century intellectuals are, or are becoming, an independent class, the agents of some other class or classless individuals.

Two features of British discussion in this context deserve immediate remark. Britain and its universities have been remarkably successful in the winning of Nobel prizes compared with other countries, especially France. And yet, as Bernard Crick and Raymond Williams have both noted in these columns, Britain has always refused to take its intellectuals very seriously, again compared with other countries, especially France.

Both Crick and Williams have

struggled to give historical and definitional sense to the notion of an intelligentsia. It remains an uphill struggle in Britain as Williams argues, because alien to the still dominant culture of Victorian England. Crick even argues that the received rumours of a politically influential circle of British intellectuals in the 1930s have been exaggerated: they were fellow travellers manipulated by the Communist Party; the manipulation, that is, of the innocent by the impotent.

What, then, is the problem? The clue, I think, is in Crick's quotation from H. M. Hyndman referring to "the furious prejudice stirred up in those days among the educational middle class against anyone who took the side of the people in earnest..." (my italics), and in Williams' reference to "art and thought as belonging, from the beginning, to the people as a whole..." (again my italics).

This is the problem - ideas by whom and for whom? In whose interest is high intellectual work carried on? Answers are to be sought by locating ideas in social structure and by analysing the origins, nurture, support, and consciousness of their bearers. Put in that way, we have more of a research agenda than a published literature.

All I can offer here is a small empirical footnote. Following Shils to define the intellectuals as high producers of ideas and accepting that the universities are their major institutional location, my 1976 survey of the staff of British universities can be put to work. The "operational definition" is crude - persons holding chairs who have published four or more books or 11 or more articles - and its shortcomings obvious.

The universities house the specialists of the highly educated rather than what Bell calls "the custodians of critical and creative thinking about the normative problems of their society". The Church of England, the BBC, the House of Lords, and Fleet Street also have their claims. The director of the London School of Economics could have been in the sample, but not the Archbishop of Canterbury, or the Chief Rabbi. Sir Karl Popper is in, but Bernard Levin and the contributors to *Stop the Week* are out.

Nevertheless, the high professors, defined to include the leading one-tenth of academic staff, are at least relevant and arguably of the essence. Raymond Williams, in commenting on the view of "English backward-



ness" as an explanation of the resistance to the idea of an intelligentsia, makes the acid point that those who could be called intellectuals in other countries are in Britain mostly brought up in a system of private education designed for a class which includes the leading politicians, civil servants, company directors and lawyers.

All the relevant sociological enquiry supports that generalization. My 1976 survey shows that over one-third of the high professors had been through the private schools compared with only five or six per cent of the population as a whole. And Oxford and Cambridge, where their close ties both in recruitment from the well-to-do and as suppliers to the elevated metropolitan institutions of state and industry, are also dominantly the nurseries of both the intellectuals and the powers.

Such a pattern of connexion has undoubtedly given Britain an ingrained establishment of political, economic, and cultural management, and may account for such paradoxes as Nobel prize winning combined with anti-intellectualism, scientifically innovative but ailing technology, and "high-culture" television drama succeeding spectacularly in the American market.

But the full story is more complicated. First, as the French sociologist, Raymond Boudon, has shown, educational systems everywhere translate parental advantage into filial opportunity - and this is as true in Russia or Yugoslavia as in the USA or Britain. Second, by international comparison, the British offer opportunities to enter the class of "workers by brain" more widely than most countries, for example France, the Netherlands, or Germany.

My 1976 high professors, though disproportionately drawn from the posh suburban classes are also meritocrats. Two-thirds of them hold first-class degrees compared with 40 per cent of the ordinary run of university teachers and less than one in five of polytechnic staff.

Though their intake is socially skewed and much intellect is wasted on the way to their gates, the British universities are unquestionably meritocratic in their internal distribution of honour and rank. The scientific civil service is similarly constituted. What is significant is the socially narrower recruitment of the legal and administrative branches.

Moreover, the outlook of the academic leadership is more meritocratic than the norm for all universities teachers. The high professors are not typically extinct research volcanoes. They have had markedly more books and articles accepted for publication in the last two years, and they continue to give research higher prior loyalty over teaching and administration after their promotion to a chair. Though Oxbridge connected, they are not as Oxbridge bound as their lesser colleagues.

The litter as a group saw a Cambridge lectureship and fellowship as more desirable than a London or Sussex chair: the high professors take the reverse view even though their group view of Oxbridge is the same in that rather more than one-third of them as well as their colleagues agree that "Oxford and Cambridge

have preserved their dominance in practically everything that counts in academic life". The important point is that nearly two-thirds of the highly productive academics disagree with this statement.

Can we then conclude that the intellectuals are a class - their property being the cultural capital of recognized merit and their vanguard the high professors? Lipset and others have shown in the case of America that academics of higher attainment and recognition are more likely to be left or, in the American sense, liberal than their colleagues; and the more intellectually eminent, the more likely to be critical of their government.

The British 1976 evidence shows a pattern which in one important respect is different. As may be seen in Table 1, the high professors are somewhat to the right of their colleagues both in their subjective place on the political spectrum and their voting record. Nevertheless, they also, like their American counterparts, are more heavily engaged in government consultancies (46 per cent compared with 12 per cent of their colleagues), and more worried about the subjection of the universities to the state.

The position is therefore that university teachers generally are politically much more to the left than the non-university middle class: their profile of party allegiance resembles more that of the manual working class. But within this "class-deviant" position the academic leadership leans back towards the norm of the middle-class lib.

The standard bearers of intellectualism, at least in Britain in the 1970s, were not the agents of the working class. Nor were they solidaristic scribers of middle-class interest. And most certainly they were not a class in themselves, being far too differentiated by salary and political opinion to act together. Some, I know, think that the Social Democratic Party will unite them; that party is, after all, essentially their invention.

No. The fact is that intellectuals, academic or other, are not a class. They are a loosely-knit array of overlapping hierarchical status groups, seeking honour and reputation mainly from each other. They are overwhelmingly state employees, albeit often reluctant and sometimes recalcitrant. But some can always be found to serve Mr Thatcher and (not always others) Mr Foot or Mr Steel. That is not a class.

If there has been a *tradition des clercs*, it has been a betrayal of all classes as well as of themselves. Could there then be Raymond Williams' intelligentsia for the people? I want to believe so; and a completed meritocratic tendency would make it possible. It could happen, and it could serve as the high intellect of "the people as a whole" on one simple condition - that the democratic state is for "the people as a whole".

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THE POLITICS OF BRITISH ACADEMICS

	High Professors	Other University Staff
Self-placement on political spectrum		
Far left	2.4	4.5
Moderate left	34.0	40.8
Centre	35.9	33.1
Moderate right	26.3	20.2
Far right	1.5	1.3
Vote at last election (1974)		
Conservative	36.1	23.9
Labour	30.0	36.1
Liberal	23.8	23.4
Others	10.0	16.6

Note 1: High professors are professors who have published 4 or more books, or 11 or more articles.

Note 2: These relationships between academic eminence and political outlook remain when the comparisons are made within age groups.

Michael Tilby
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BOOKS

Towards the Seventh World Congress

by James Joll

The Twilight of Comintern, 1930-1935

by E. H. Carr
Macmillan, £25.00
ISBN 0 333 33062 5

After completing in 14 volumes his original project of writing the history of the Soviet Union down to 1929, E. H. Carr, already in his mid-eighties, started to extend his work into the 1930s. His original decision to end in 1929 was partly due, he tells us, to the difficulty of finding reliable source material.

During the nineteen-twenties controversies on major topics had been conducted in congresses and committees, the proceedings of which were published in the daily press and a multitude of journals. It was not difficult to discover the reasons for any important decision, who had supported it, and on what grounds. By the end of 1929 this freedom had been slowly eroded. Orthodoxy was the road to promotion, heresy was punishable. Congresses and committees met no longer to debate decisions, but to register and popularize them. The historian no longer had a sure foothold.

Thirty years later, Carr felt these limitations on the historian no longer applied; but by then, largely as a result of the disclosures after Stalin's death, enough new evidence had become available to justify the writing of a history, if not of internal developments in Russia, at least of Moscow's relations with foreign Communist parties. He therefore set out, though realizing that he might not complete the task, to write the history of Comintern from 1929 down to his official dissolution in 1943. The present volume, which appeared just at the time of E. H. Carr's death at the age of 90, ends with the beginnings of the Popular Front and the Seventh World Congress of Comintern in 1935.

It is a book which shows no sign of declining powers. It has all the qualities which Carr's admirers and critics have come to expect from the earlier volumes - clarity of organization, lucidity of expression, the ability to translate the oblique and obscure language of official Communism into exemplary English prose. There is the same abstention from praise or blame and the belief that documents and actions speak for themselves without the need of value judgments from the author. The book, like its predecessors, is a triumph of positivist historiography and of a method perhaps not greatly in favour among historians today. The cynicism of many of the Comintern leaders, the tortuousness of their methods, the cunning needed to survive (of which Togliatti provided a particularly good example), emerge from the narrative, and only occasionally does E. H. Carr reveal his disapproval or contempt. For the most part he is content to record without comment the folly, deviousness and self-deception of men, whether Communists or not. Ideologies blind men to reality whatever their content. This for instance is what helped to make the success of National Socialism so easy.

Just as the west was blinded to National Socialism's peculiar and specific quality by addiction to the liberal principles of conciliation and compromise, so the vision of the Soviet leaders was distorted by the attempt to diagnose the rise of Hitler in the Marxist terms of class struggle.

The period 1929-1935 was the period of the final establishment of Stalin's ascendancy and, after the murder of Kirov in December 1934, of the start of the purges. It was "the twilight of Comintern" because Comintern was now downgraded to an agency of Soviet foreign policy instead of being the general staff of world revolution

envisaged ten years before. Stalin made little effort to conceal his contempt for Comintern and foreign Communists generally, and he played little part in the deliberations of the Communist International. This led to a paradoxical situation. By 1935 Stalin had taken the decision to try to construct a diplomatic front against Nazi Germany and to adopt the policy of the Popular Front and of alliance with other political parties, even if this meant the abandonment of the idea of revolution and of the Comintern's revolutionary role. At the same time, however, with the growth of the movement for the Popular Front, the prestige and influence of the Communist parties became increasingly important and the appeal of international Communism greater than it had been at any time since 1919-20, so that the Communist parties, especially in France and Spain, began to win new support and growing political influence. At the moment of its final subservience to Stalin, the role of Comintern seemed to many Communists and non-Communists alike to be more important than it had ever been.

In this volume Stalin remains a shadowy figure in the background. Far from attempting to control every move by Comintern and dictating personally every shift in the party line, he was content to take such decisions as were actually put to him and to limit his interventions to major acts of foreign policy. This was partly no doubt because of his preoccupation with internal Russian problems, but it was partly because by now the Comintern had become in his eyes, if not in those of Communists outside Russia, a subordinate organization of only limited importance. For Communists abroad this subordination of Comintern to the Soviet Foreign Ministry and the needs of Soviet foreign policy could cause some embarrassment, as when in May 1935, at the time of the French Prime Minister Laval's visit to Moscow, Stalin announced that he "understands and fully approves the policy of national defence pursued by France to maintain her armed forces at a level consonant with her security", even though up to that moment the French Communist Party had been totally opposed to such a policy.

Some members of the non-Communist left had already realized the extent of the subordination of Comintern to Soviet interests: "The core of the case against the Communist International", Fenner Brockway had written in June 1933, "is an adequate instrument of the international working class is that it is not international at all. It is almost exclusively the Russian Communist Party." Such suspicions accounted for the reluctance with which many socialists came to accept the Popular Front, but for more than before an article of faith that the defence of the Soviet Union was the essential condition for any progress towards revolution and must take priority over all else; as early as July 1932, the *Daily Worker* was attacking the ILP for advocating disarmament because this would "lay the frontiers of the USSR open to the imperialists".

If the Comintern was only a minor element in Stalin's political calculations it was still nevertheless of great importance to the parties which belonged to it. From the beginning it had been accepted that it was Comintern which laid down the correct theoretical line for every party to follow, and their day-to-day political tactics were subjected to detailed scrutiny in Moscow. Their leaders were liable to be summoned to account for themselves and most of them were ready to go to extreme lengths of self-abasement in order to keep their jobs. During a period when the world situation, both politically and economically, was changing so rapidly it was indeed a problem to keep up with the shifts and nuances in Comintern's interpretation of

events and its theoretical explanation of them. E. H. Carr suggests indeed that one of the reasons for Stalin's remoteness from the day-to-day operations of Comintern was his reluctance to commit himself in a confused situation when, in Carr's words, "it was a far cry from the days when the Bolsheviks looked to European revolution as the *doux ex orientis* which would deliver them from the nightmare of isolation in a hostile capitalist world". The hostile capitalist world was still there and Stalin still had an obsessive fear of war, but the way to avert it was by tough *Realpolitik*. "In our time", Stalin said in 1934, "one does not count with the weak, one counts only with the strong... We were not oriented towards Germany in the past any more than we are oriented now to Poland and France. We were oriented in the past, and are oriented in the present, to the USSR and only to the USSR." For Stalin such a policy involved keeping his hands free in relation to the foreign Communist parties as well as foreign governments.

Nevertheless, the Comintern's task was to keep control of its member parties and this was increasingly difficult when the circumstances in each country differed so fundamentally. By the mid-1930s the German and Italian parties had been practically destroyed and their leadership was in exile; the Polish party was subject to severe repression. On the other hand, the French Communist Party was by 1935 regaining mass support and was a major factor in French politics, while in China, after the destruction of the party by Chiang Kai-shek in 1927 and after bitter internal divisions, the Communists were reorganizing, often in contradiction to Comintern's instructions, as an effective guerrilla army under Mao Tse-tung - a very different type of party from that envisaged by Marxist theory. (This diversity incidentally also causes problems for the historian, so that Carr felt that he must give almost equal space to the rival problems of the tiny British or Swiss parties as to those of France or China).

With Stalin aloof from day-to-day Comintern affairs and the Comintern leadership in Moscow mostly in the hands of second-rate bureaucrats and party hacks, some of the member parties were demanding greater freedom of initiative. The most successful spokesman for this view was Dimitroff, the Bulgarian Communist who in 1933 was the head of the Comintern's Western European Bureau in Berlin and whom the Nazis accused of responsibility for the burning of the Reichstag building. After his acquittal for lack of evidence at a trial at which he had remained courageously defiant, he went to Moscow and became, in Carr's words, "the first international Comintern". At the beginning of 1934 he was calling, in words of a kind not heard in Moscow for many years, for a united front against Fascism "from above and below" and "a leadership of Comintern taking into account that it is impossible to give operational directions on all questions from Moscow to all 65 sections of Comintern."

It was the beginning of a brief period in which Comintern policy did actually seem to respond to pressures from below and to the reactions of individual parties - notably the French - to the threat of Fascism. As Carr sums up "It was the pressure of external events rather than pressure from above in Moscow which eventually drove Comintern along the path of the united front and later of the Popular Front." For a short time in 1935-36, at least in Western Europe, the policies of Comintern seemed straightforward rather than devious, so that the Communists were able to win credit for being the most vigorous of the opponents of Fascism. This is ironic when one has fol-



lowed in Carr's pages the extraordinary tortuousness of Comintern policy in the years 1929-34, the shifting theoretical analyses of Fascism and the insistence that the Social Democrats were the main enemy, the calls for a simultaneous struggle "against Right opportunism and Left phraseology" which left many leaders of, for example, the French party so confused that they really did not know when they were following the party line and when they were deviating from it. E. H. Carr is an ardent discussions and forgotten heresies, telling us about the precise ideological deviations of, for instance, Barbé and Célor, or the revolt of the Balham Group. At last by 1935 when this book ends a clearer line at last seemed, however deviously, at least to be emerging.

Occasionally Carr's reliance on Communist sources leads him to adopt their phraseology a little too times too widely applied - for instance the *coup* in Bulgaria in 1934 or the CEDA in Spain; and the *Worker* for the attendance at a rally in Hyde Park in May 1935 against Fascism and in favour of the "principles of working-class dictatorship" exhibited in the Soviet Union" is perhaps questionable. But it is only and one wishes one could read last) Congress of Comintern in July 1935 the first for seven years, a sign both of the decline of Comintern and the hesitations of the international Communist movement.

James Joll is Emeritus Professor of International History, University of London. His books include "The Second International", "Three Intellectuals in Politics", "The Anarchists", "Europe since 1870". He has just completed a study of the causes of the First World War.

BOOKS

Ever onward

The Secular Pilgrims of Victorian Fiction

by Barry Qualls
Cambridge-University Press,
£19.50 and £6.95
ISBN 0 521 24409 9 and 27201 7
Charles Dickens: resurrectionist
by Andrew Sanders
Macmillan, £17.50
ISBN 0 333 30727 5

"Two things about the Christian religion must surely be clear to anybody with eyes in his head", Matthew Arnold wrote in 1875: "One is, that men cannot do without it; the other, that they cannot do with it as it is." Arnold's words could well be taken as the text for both of these books, the authors being concerned primarily with the attempts by early and mid-Victorian novelists to reframe or reassert their Christian faith as it came under increasingly destructive attack.

The title of Barry Qualls's book neatly expresses the paradoxical situation in which many of these novelists found themselves. Convinced of their didactic function in society, and intensely aware that Christian belief was being undermined by materialistic and mechanistic philosophies, they clung to the idea that life was a spiritual pilgrimage but gradually surrendered the Heavenly City as the pilgrim's ultimate goal. The typical hero or heroine of a Victorian novel is, in these terms, a "secular pilgrim". The novel becomes a "biblical romance", its narrative structure and language still deeply influenced by the mainstream tradition of religious literature - made up here of the Bible, Bunyan, Francis Quarles, and Milton - though now reformulated according to the Romantic emphasis on the primacy of individual perception.

The greater part of *The Secular Pilgrims of Victorian Fiction* is devoted to a close examination of the work of Charlotte Brontë, Dickens, and George Eliot. There are some tantalizing side-glances at Thackeray and Hardy, making one wish that Qualls had extended the scope of his thesis to include a more extended discussion of these authors, and several of Quarles's *Emblems* are reproduced to make an effective visual comparison between Christian and secular pilgrims. But in some respects the central author is Carlyle whose *Sartor Resartus* is discussed as the "emblematic fiction for Victorian novelists".

It is easy to understand why Carlyle should give this kind of centrality. Teufelsdröckh's pilgrimage in *Sartor* does establish what is aptly described as the "main landscape" of the Victorian *Bildungsroman*. Carlyle is also instrumental in creating a form of fiction in which religious language is employed to direct the reader's urgent attention to the here-and-now, while insisting, at the same time, that there is an ultimate spiritual meaning in the world. It is a circular process of thought that translates brilliantly into certain types of modern fiction, and if Carlyle had continued to write "novels" then his achievement and influence might well have been enormous.

But, of course, he didn't do this, and apart from a brief period in the 1840s Carlyle's influence on the development of fiction was relatively slight. Qualls is careful to point out that the writers who followed Carlyle did not necessarily accept his religious message, but he still insists on the widespread nature of Carlyle's influence. It could, however, be just as sensibly argued that what is at stake is shared inheritance of religious ideas, language, and imagery, rather than the overwhelming example of one man. After all, Charlotte Brontë had probably not even read Carlyle when she wrote her first novels; Dickens liked to assert his admiration for Carlyle, but the tone social involvement and message of his novels are totally his own; while George Eliot strove to create a

humanistic restatement of the pilgrimage theme that would have been incomprehensible to Carlyle.

Charles Dickens: resurrectionist is less challenging than *The Secular Pilgrims*, but it does offer a necessary counterbalance to Qualls's view that religious uncertainty in Dickens led him to place his hope for the future "on genial society as an end in itself". Andrew Sanders draws on a wide range of biographical and historical evidence to show that Dickens's fascination (in his novels and life) with death and resurrection, and his constant criticism of religious institutions, express not morbidity and doubt but a firm religious faith. It is a convincingly argued point of view and serves as a welcome corrective to the over-ingenuity that characterizes so much recent Dickens criticism.

Peter Keating

Peter Keating is reader in English at the University of Edinburgh.

Nearer the limelight

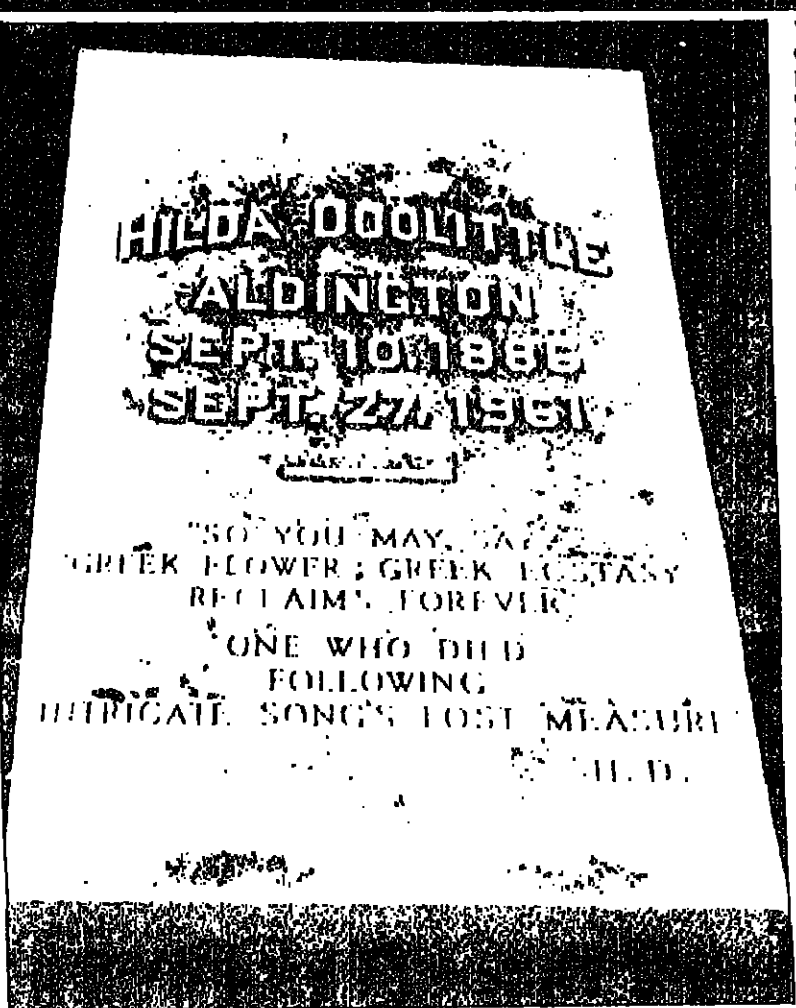
H. D.: The Life and Work of an American Poet
by Janice S. Robinson
Scolar Press, £12.50
ISBN 0 85967 069 2

In the thirties, forties and fifties, the literary critical establishment rendered Modernism manageable by equating its Himalayan expanses with the achievements of a few "key" figures like Eliot, Lawrence and Joyce. In the next two decades, dissident scholars transformed this facile orthodoxy by drawing attention to such overlooked colossi as Ezra Pound, Ford Madox Ford, William Carlos Williams, David Jones and Basil Bunting.

Only now, however, are Modernism's female battalions beginning to find a place in these revisionist histories. Virginia Woolf and Gertrude Stein have been assimilated; but Edith Sitwell, Stevie Smith and Ivy Compton-Burnett are better known as doleful eccentrics than as writers capable of excellence; while artists as considerable as May Sarton, Dorothy Richardson, Minnie Loy, Emily Hume Coleman and the late Djuna Barnes still inhabit the shadows. With the volume under review, the American poet and novelist Hilda Doolittle is coaxed a little nearer the limelight.

H. D., as she signed herself, was a lifelong victim of typecasting; quickly dubbed "the perfect Imagist", she never escaped the reputation of her early lyrics. Although presented as a full account of "the life and work", Janice S. Robinson's study is essentially a corrective measure designed to shift attention to her D.D. later, longer, lovelier works by excavating their autobiographical substrate. Her thesis is that H. D.'s Imagist phase was accompanied by so many personal disasters that the poet spent the intervening years in a profound state of shock from which Freudian analysis and the London blitz eventually released her. The energy and the substance for H. D.'s finest writings were provided by this dramatic unloading of a memory-board which for a quarter of a century had been massively repressed. The late works are fictionalized and retrospective autobiographies.

The most satisfying aspect of this argument is that it correlates the rhythms of H. D.'s life and art. Robinson is surely right to suggest that H. D.'s work qualitatively says in the middle. Her explaining of this in terms of H. D.'s traumatized psychology is authenticated by evidence of the horrors and humiliations that preceded the poet's nervous breakdown in 1920. (These included successive abandonments by her fiancé Ezra Pound, her husband Richard Aldington, and her friend D. H. Lawrence; the deaths of her father and favorite brother; and the birth of a daughter while suffering from double pneumonia.) Nor does Robinson have difficulty in demonstrating that some, at least, of H. D.'s late works were fuelled by memories of those dreadful First World War years: *Bid*



The grave-marker of H. D. in Nisky Hill cemetery, Bethlehem, Pennsylvania. The photograph is taken from *The Oxford Illustrated Literary Guide to the United States* by Eugene Ehrlich and Gorton Carruth (Oxford University Press, £17.50).

Me To Live, for example, is a *roman à clef* whose effectiveness depends upon reader recognition of D. D. and Frieda Lawrence in two of the characters.

Despite this basic coherence, the volume neglects many facets of H. D.'s life and personality. Insufficient is said of her childhood and youth; her friendships and amours with Cecil Gray, Kenneth Macpherson, Eric White and Lionel Durand; her literary liaisons with T. S. Eliot, Marianne Moore (whose first book of poems she was instrumental in getting published), and the Sitwells; her role in the feature film *Bordeline*, in which she starred opposite Paul Robeson; her relationship with her daughter; and her extended friendship and sometime love affair with Winifred Ellerman, the distinguished children's novelist Bryher. Our author also fails to isolate that peculiar lack of physicality which, combined with her exceptional beauty and ready capacity for falling in love, made H. D. so tantalizing to both her male and female lovers.

Most disconcerting of all, however, is the way Robinson fillets literary texts for biographical evidence. H. D.'s poem "Hermes of the Ways" is said to be a portrait of Pound, yet our author's characterization of the eponymous god ("He was a well-known thief, responsible for 'promiscuous commerce,' who 'invented astronomy, the musical scale, and gymnastics') is laughably at odds with this identification. Similarly, the likeness of that sexual *condottiere* Richard Aldington is described in the important Clifford Chatterley of Lawrence's novel. Elsewhere, several of H. D.'s most abstract and hermetic texts are offered as evidence that Lawrence was the father of her child. Such fanciful speculations are predicated upon a theology: H. D.'s writings are said to be autobiographical because they stick to the facts of her life; and we know the facts of her life because they are recorded in her writings.

Undimmed by these irresponsible meldings of fact and fiction, this volume must rather be considered a symptom than a fulfillment of the growing appreciation of H. D.'s sporadic brilliance.

John Osborne

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Roger Poole's *The Unknown Virginia Woolf*, first published in 1978, is now available in paperback from Harvester Press at £5.95.

What are we to make, for example, of her musings on the salutary effects of proctorial supervision and an Oxford classical education would have had on the young Baudelaire, had he been English? A new biography can also be justified by the need to incorporate the products of a further 25 years of scholarship, which, if they have not radically revised our view of the poet's life, have corrected points of detail and thrown new light, in particular, on his childhood.

The biography by F. W. J. Hemmings has no new material to offer and the author does not appear to have started from a desire to question the interpretations of his predecessors. What he gives us, once past his extravagant title, is a sober and careful piecing-together of the information available. This is not to say that he does not do some things rather well. The reader receives a vivid impression of the emotional damage inflicted on Baudelaire by his family's insistence that his modest income should be controlled by a *cruel* *judiciaire*. Professor Hemmings is also good on Baudelaire's position in 1851. The poet's statement that the coup d'état "depollitized" him is often quoted, but Baudelaire also spoke of the "providentiality" of the new Emperor, and Hemmings is surely right when he observes that Baudelaire "was not far from regarding republicanism as an aspect of original sin".

There are inevitably some areas where the picture remains incomplete owing to the lack of documentary evidence. Few letters written by the poet in 1848 survive. The exact nature of his attitude towards Catholicism can only be a matter for speculation. (An Italian scholar has recently linked Baudelaire's apparent volte-face in 1851 with the change of heart shown by Pio Nono.) Nor is it just prurience that makes one want to know more about the sex life of a man whom the photographer Nadar so curiously called the "cogito poet".

On the other hand, the reader may have minor reservations about the use Hemmings makes of his sources. The presentation of the letters Baudelaire wrote as a schoolboy is disappointingly austere; they contain a wealth of suggestive detail. A possibly suspect source for Baudelaire's behaviour during his sea-voyage is accepted without question (and was it not his chest rather than his buttocks that the sailing Baudelaire exposed to the equatorial sun?). There is no discussion of the view that Baudelaire hardly knew Madame Sabrier before 1854.

Hemmings's detached presentation of the facts is undoubtedly more useful than the racy account provided several years ago by Alex de Jonge. His book is also agreeably written. Ultimately, though, it is to the poet's correspondence that the reader should turn. Perhaps it is time for a new selection of Baudelaire's letters in English translation, including some that have only recently become available.

Michael Tilby
Michael Tilby is a fellow of Selwyn College, Cambridge.

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BOOKS

Marxist contexts

Modern French Marxism
by Michael Kelly
Blackwell, £15.00
ISBN 0 631 13202 3

It is Michael Kelly's contention that French Marxism has been ill-served in the English-speaking world, despite or because of its importance in political and theoretical role in the social changes of the past century. He believes it has been perceived through "the distorting mirrors of impatience and antipathy". Individual theorists – notably Althusser and Sartre – have been singled out for attention, but he maintains that the reception of French Marxism has been limited and piecemeal, and largely confined to disciplines such as sociology, politics, history and economics.

Kelly is also convinced that the ideas have suffered from being seen in isolation from the historical and cultural context in which they were elaborated. His objective in this book is to give a sympathetic but critical survey of the development of Marxist thought in France, and to analyse the writings which contribute to the elucidation of central questions of social thought and philosophy.

Readers who hope to find new insights into the fascinating twists and turns in the history of French Marxism might be in for a disappointment, as the contents are narrower than the title suggests. Far from dealing with the full variety of modern French Marxism, Kelly deals only with debates within the ambit of the French Communist Party (PCF). His justifications for this decision are that "New Left" and Trotskyist tendencies have been extensively discussed elsewhere, and that the many other writers who see themselves as in some sense Marxists (including Christians, existentialists, structuralists and post-structuralists) "have made little or no notable contribution to debate on materialist dialectics."

With this narrow focus there is no need for Kelly to discuss the relationship between Marxism and the work of writers such as Jacques Derrida, Gilles Deleuze, Jacques Lacan, Julie Kristeva, Claude Lévi-Strauss, Michel Foucault and Michel Pêcheux. And in the case of Lucien Sébago, who attempted a synthesis of Hegelianized Marxism with Lacanian psychoanalysis, existentialist phenomenology, and the structural anthropology of Lévi-Strauss, but was expelled for his "deviations" and his support for an internal opposition

after Hungary in 1956 (he committed suicide at the age of 31 in 1965). Kelly can shrug off his experience as simply the typical itinerary of one who left communism. He calls it a "loss of potential rather than actual importance".

Although Kelly claims to eschew judgments of legitimacy, or the suggestion that those studied are the only real Marxists, there is a tendency for those who do not meet his rigorous criteria to be treated as marginal or deviant. Those who left the party are described as tainted with virulent anti-communism (for example, Victor Leduc, Claude Roy and Annie Kriegel) and "not difficult to replace"; or, in the case of Roger Garaudy, who for a decade was the chief philosophical spokesman of the party, but responded to the discomfiting uprisings by repudiating doctrinaire defence of the Stalinist viewpoint and by developing a comprehensive Marxist philosophy open to positive features of non-Marxist thought, Kelly suggests that all he achieved was "a hastily rigged eclecticism which ultimately led him outside Marxism".

By contrast, his younger successors in the party "worked in relative obscurity to fashion more durable and more coherent restatements of Marxist principles".

In terms of influence within the intellectual confines of the PCF, from the late 1930s through the Cold War period to the late 1950s, there is no doubt that Stalin's thought

reigned supreme. His theoretical manifesto, the short essay "Dialectic and Historical Materialism", published in the *Short History of the CPSU*, sold more than 300,000 copies in nine months before war broke out in France and communist publications were banned. Kelly acknowledges that Stalin's account of dialectical materialism led to an over-concentration on materialism at the expense of the dialectic, a tendency which he regrets. However, he comes to terms with it by suggesting that Stalin's dogmatic and schematic conception of philosophy must have prevailed because it responded to the political and ideological conditions facing Marxism in France: "A beleaguered movement was often glad to turn to a simple manifesto which could furnish clear slogans." Other histories of the French Communist Party indicate that Stalin's ideas prevailed because they were endorsed by sanctions of a fairly unpleasant kind, rather than because they were freely embraced as a response to historical circumstances.

The relative success of French Marxism in the period from the 1930s through to the 1950s, was not due to the originality and appeal of its theories, but was rather a result of the resiliency of individual Marxists in opposing fascism and in playing a prominent role in the Resistance. Indeed, during this period, when Stalinist ideas were prominent in Marxist theory, it was probably a

blessing in disguise that Marxist publications were either clandestine or difficult to acquire. It meant that the widespread impression of Marxists was that they were predominantly oriented towards the active struggle for liberation of their country or preservation of its cultural and economic independence, rather than toward the development of theoretical positions. Kelly admits as much in his comment that "Most probably the distinguished Resistance record of prominent Marxists did more to confer prestige and authority on their beliefs than did more purely intellectual considerations."

In view of this, it is intriguing that one of the few recent Marxist thinkers discussed in the book is Solange Mercier-Josa, whose major contribution has been to compare Marx's concept of ideology with Hegel's notion of the spirit of a people (*Volksgeist*). She analyses the Hegelian notion of a people as an individualized totality distinguished by its morality and customs (*Sittlichkeit*) and bound together by a spirit which produces the various aspects of its life. Marx adopted these ideas to show how the ideology of the dominant class produces by and through relations in the society, seeks to pass for the spirit of the people. Mercier-Josa suggests the notion of spirit of a people could be retained to designate the unstable compromise between dominant and opposing ideologies, or the historical gains won in the process of class

struggle toward the achievement of a classless society and therefore the creation of a people. All of this is very topical in view of the French Communist Party's strategy of commitment to "l'union du peuple de France", which its documents have called for since its Twenty-First Congress (1971), and which has taken it into government with the socialists. It is ironic that the pressing political requirements of the PCF should send its young theorists back to Hegel for assistance in the search for a theoretical basis for the notion of the union of the French people.

Kelly may be too sanguine in his belief that it is within the strictly defined boundaries of the theoretical framework of dialectical materialism that answers will emerge to crucial questions concerning the difference between a people and a nation or nationality, the relationship between a class of classes and a people, the nature of a people's actual or potential existence, the nature of ideology, culture and other institutions in their relation to a people. As the late Nicos Poulantzas, one of the many influential Marxists not discussed in this book, pointed out: "we have to recognize that there is no Marxist theory of the nation."

Kenneth Thompson

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Workers divide

Segmented Work, Divided Workers: the historical transformation of labor in the United States

by David M. Gordon, Richard Edwards and Michael Reich
Cambridge University Press,
£20.00 and £6.50

ISBN 0 521 23721 1 and 28981 1
Work and Politics: the division of labour in industry
by Charles F. Sabel
Cambridge University Press, £17.50
ISBN 0 521 23002 0

Both these books are rooted in a concern to explain the failure of the working class in industrial capitalist societies to unite and protest about the conditions of their working lives.

Both see the most important reasons for this failure in the divisions between workers brought about by the segmentation of jobs by capitalist employers. Both see the current period as one of change with considerable potential for quite new, though as yet difficult to formulate, forms of work organization. They differ however very considerably in the material they draw on and the ways in which it is used to discuss these issues.

Segmented Work, Divided Workers focuses on the United States, though its ideas and arguments have far wider relevance. Professor Gordon and his colleagues have all made notable contributions to the theory of segmented labour markets and in this work they develop a much more systematic and theoretically sophisticated account of their ideas. They argue that the history of industrial capitalism can be divided into three overlapping periods: the period of initial proletarianization from the 1830s to the 1890s; the period of homogenization from the 1890s to the period of segmentation from the 1920s to the present.

Each period is associated with a long swing from stagnation to economic vigour and back to stagnation in the world economy. Within each period a stage of exploration is followed by a stage of consolidation, when a new social structure of accumulation is established and operative, and concluded by a stage of decay (which is also the stage of exploration for the succeeding period). Each of the three periods, as their descriptions imply, is characterized by a different form of the labour process and different labour market structures. The ways in which labour protest is contained also

change: currently the segmentation of labour into independent and subordinate primary workers and secondary workers, reinforced by sex and race differences, leads to "class-fraction politics" and working-class weakness.

The authors test these ideas against available historical evidence, much of it in the form of aggregated quantitative data, and suggest that they are sound. The linking of macroeconomic trends with changes in the labour process is ambitious and there are bound to be some developments which cannot be incorporated even into a framework with overlapping periods (which in principle allows contemporaneous phenomena to be seen as signs of either decay or exploration). The argument, however, is an important and valuable one, and it is to be hoped that British experience will be subjected to a similar analysis. Those interested in studies of the labour process will also be challenged by the authors' assertions that segmentation cannot be seen as an immediate development of monopoly capitalism and that Scientific Management and Fordism had a much later impact than is normally suggested.

The notion of "Fordism" features prominently in *Work and Politics*, but as much more general concept referring to "the organizational and technological principles characteristic of the modern large-scale factory" which the authors see as currently threatened by the need for greater flexibility. This usage of "Fordism" is not the only respect in which Professor Sabel's book is altogether more diffuse and loosely argued. He draws on an impressively wide-ranging and varied set of references, relating to the USA, France, Germany, Italy and other countries, to argue that employers segment jobs; that workers have differing world views (or "cultural work") which tend to lead them into suitable types of work; that if workers' ideas of justice are offended they will tend to be militant, and the ensuing conflict can transform world views but differing world views lead to dilution over different issues. Thus "workers may share a common enemy, but it would be wrong to conclude that they are therefore united."

The argument is illustrated by a fascinating array of cases, some of the most detailed and interesting concerning developments in Italy in the 1960s and 1970s. It remains however stimulating and plausible rather than anything more systematically and firmly grounded. Indeed at several points the discussion is of possible or likely consequences following from what historically has happened or logically must follow. The same may be said of Professor Sabel's criticisms of "technological determinism", "essentialism" and

"reductionism" at the start of his work, three notions which are really only presented as straw men for his arguments.

Thus *Work and Politics* is stimulating and insightful, and valuable in drawing attention to experience and developments largely unfamiliar in Britain. The much more solid contribution, *Segmented Work, Divided Workers*, though perhaps inevitably oversimplifying the picture, is likely to prove an important landmark in discussion of labour markets and the labour process.

Richard K. Brown

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Worldly goods

Shifting Involvements: private interest and public action
by Albert Hirschman
Martin Robertson, £9.95
ISBN 0 85520 487 7

Why did the protest movements that flourished in industrial societies in the 1960s prove to be so short-lived? It is Albert Hirschman's view that the alternation of widespread public action with the predominant pursuit of private material welfare is a general feature of modern societies: the 1960s manifested the public, and the 1950s and 1970s the private poles of this cycle.

Consumerism, according to Hirschman, inevitably leads to disappointments. It is not so much that the products, particularly durables, fail to live up to their claims, but rather that they fail to provide the pleasure we expect from them. Houses, hi-fi's, cars, central heating and dishwashers may give us much pleasure initially; they make life more comfortable. But once the comfort is achieved, pleasure gives way to boredom. This insight can help us understand the pleasure of years of discomfort in transforming a rambling, cold, damp and draughty house into a comfortable home in contrast to the boredom of the instant comfort of the modern house. Disappointment is reinforced by various forms of revulsion at the availability of hitherto exclusive goods and services to the masses (the attraction of some or "unspoilt" countryside, may depend on their exclusivity) to the disservices are not available to all. Consumer disappointments in

modern society eventually lead to the rejection of private consumerism as an ideology, and the embracement of public action as an alternative. Public life in turn, however, generates its own disappointments. It may make excessive demands on people's time and energy, while at the same time possible achievements may be limited through the dominance of the vote as the basis of the political system. Hence people may return to private concerns. Corruption may be an indication of the swing away from public concerns, as it is the use of public office for private gain.

This interesting essay contains a wealth of ideas. There is a surprising freshness in the treatment of such a well worn topic as the relation between public and private concerns. Particularly in his discussion of consumerism, Hirschman produces ideas which have a remarkable ring of truth about them. On the other hand, not much substantive evidence is given for his case, nor is it difficult to think of alternative explanations.

Some consumer durables, for instance, may increase pleasure through the time and resources they release and opportunities they create for other pleasurable activities, which could include public action. It could be, then, that the desire for such consumables – equipment to reduce the drudgery of housework, or cars to reduce the burden of, and thereby increase the opportunities made possible by travelling – reflects something other than the commitment to consumerism. Some durables, such as musical instruments and home features, may give ever increasing pleasure as the competence of the user increases.

The wave of public action of the 1960s could be seen not as a rejection of consumerism, but as the actions of people who could take their consumer goods for granted. The student who could feel assured of a professional career could afford to be a radical activist. In the 1970s, with the material good life much less secure, the luxury of political action may have been more often foregone. However, if the phenomenal resurgence of public action in the 1980s, then an understanding of the relationship between consumerism and public action may be doubtful.

Hirschman's arguments are not, therefore, altogether convincing. The great merit of the book lies, however, not in the neatness of his case, but in the intellectually stimulating way in which he has presented it. It ought to be a catalyst for significant social science research.

David Berry

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BOOKS

It comes to us all

Experimental Psychology and Human Aging
by Donald H. Kausler
Wiley, £18.20
ISBN 0 471 08163 9

In the most prosperous third of the world declining birthrates are offset by increased longevity. Soon one fifth of our populations will be aged 60 years or older. A panic reaction to this swift, quiet slide in age distributions is that we face the threat of a geriatric takeover in which national economies will founder under supercargoes of hopeless struldbrugs. A more kindly anxiety is that we must somehow afford massive investments in social services, especially in custodial institutions, to tidy the elderly out of sight and allow us to continue to regard ourselves as youthful societies.

Kausler's excellent book provides bracing challenges to these defeatist views: "... our ability to combat the effects of human aging on important psychological processes and behaviour can best be enhanced through a realistic appraisal of what these effects really are." Kausler points out that we do not yet know what the effects of normal ageing really are: "Human aging is shrouded in myths." Human experimental psychologists have gradually eroded some of these myths. It is no longer possible seriously to believe that as age advances the joy of life slowly dies; that sexual activity inevitably wanes; that intelligence universally and inevitably declines in all individuals; that memory becomes totally unreliable; that inexorable personality changes occur so that we all become more conservative and rigid in outlook as we grow old or that youthful sociability inevitably hardens into taciturn introversion.

Kausler tries to show how skills developed by human experimental psychologists can be used to establish precisely what does happen to people as they grow old. This is not useful as a sad catalogue of the progress of disability. The task is not merely to establish precisely how strengths and weaknesses change with time and experience, but rather to suggest new roles which older people may happily and efficiently fulfil, and to suggest simple aids and prostheses which may allow them to continue to do things which they enjoy in satisfying and effective ways.

Misleading generalizations about the nature of changes in old age proliferate because it is exceptionally difficult to obtain the evidence necessary to evaluate them. As Kausler points out, even if we can satisfy ourselves that people now aged between 70 and 80 years have a spectrum of political opinions well to the right of people now aged from 40 to 50 years we would be quite wrong to conclude from this fact alone that all humans inevitably become more conservative in outlook as they grow older. The political opinions of the older group were formed in an entirely different society. The elderly are not merely old. They are also time-travellers, who bring attitudes, values and skills from a vanished culture to bear upon an environment increasingly strange to them.

Moreover, in studies of ageing it is usually impossible to secure samples of people who are comparable in all important respects. Educational standards and experience have changed radically during the past 60 years. People who volunteer for laboratory experiments or who eagerly complete intelligence tests or questionnaires are a select (some would say a strange) subset of the population. As people grow old the effects of chronological age and of social experience are compounded with the effects of individual life histories, of health or illness, with the effects of habits of living, with the effects of the increasing social isolation of the elderly, with dietary habits, with the side-effects of necessary medication and with scores of other variables. Kausler's important contribution is



Paphopedilum callosum, probably the best known slipper orchid, originally discovered in Thailand. Taken from *Slipper Orchids: the art of Digby Graham* by Robin Graham and Ronald Roy, published by Croom Helm at £25.

not merely to expose and to acknowledge these difficulties but to provide an extremely concise and valuable guide to some elegant statistical and methodological techniques which human experimental psychologists have developed to overcome them, and to attain sensible answers at least to some questions. He provides a guide to complex arguments and concepts which may well be of use to sociologists and social historians as well as to developmental psychologists. He also vindicates his claim that the techniques developed by human experimental psychologists are "by no means negligible" as contributions to our understanding of the existential predicaments of human beings, as well as to descriptions of their skills and capacities.

It is unfortunate that after this valuable, rather abstract, discussion of methodological issues Kausler finds himself confronted by the extreme dearth of hard evidence on human ageing such as might allow him to correct, or at least to comment on, the myths which he exposes. He is forced to structure the scanty evidence in a rather formal way, making up by scholarly exposition for the absence of answers to any of the important questions he raises. He briefly surveys the ways in which psychological "meta-theories", such as associationism, information processing models, and an unidentified mélange of S-R connectionism and work on artificial intelligence which he terms "mechanistic modelling", have been (unsuccessfully) applied to the study of change in later life. It is surprising that he does not comment on models for ageing being developed in cognitive science. It is disappointing that he decides not to deal with the very large literature on neuroanatomical, histological and biochemical changes in old age, or to briefly touch on biological models of ageing in man and other animals.

After this excursion the remainder of this large book reviews changes in sensory perception and in attention, in learning and memory, in concept formation and reasoning, in changes in intelligence as assessed by conventional psychometric procedures and more speculative work on possible changes in personality with age. This last section of a thorough review contains less hard evidence than any of the others, but it possibly has a more direct bearing on our perceptions of ourselves and of the ways in which we must come to terms with our individual subjective experiences of ageing. Personality

theorists have tended to assume tacitly that the personality traits they describe are stable throughout an individual's lifetime. There is no reason to believe that this is so, or even to believe that our individual experiences cease to interact with our inherited predispositions after our early twenties so that our personalities are frozen in youth. Kausler points out some formidable difficulties of interpretation attending the few studies yet completed. This is an intelligent, scholarly, humane book. It intelligently extracts from scarce evidence an optimistic message – even if some of the optimism lies only in the fact that a clear-sighted scrutiny of the data reveals that we have not yet conclusively proved that the disabilities which we fear are all, actually, inevitable.

Patrick Rabbitt

Patrick Rabbitt is professor of psychology at the University of Durham.

Growth of personality

The Evolving Self: problem and process in human development
by Robert Kegan
Harvard University Press, £17.50
ISBN 0 674 27230 7

I finished reading this book feeling intense annoyance: having spent many hours ploughing through its opaque style, the return on this investment proved to be minimal.

The apparent purpose of the book is to extend cognitive-developmental theory to explain the growth of personality. The author follows the six-stage developmental model associated with Piaget and Kohlberg in seeking to establish a parallel model of the self. He suggests that each stage involves a different conception of the relationship between self and other, from the infant's inability to distinguish himself from those around him, to the adult's fully developed autonomy. The transition from one stage to the next is motivated by the internal contradictions in the existing conception of self, which must then be relinquished in favour of the better developed alternative. As this transition is

usually difficult and sometimes traumatic, much attention is paid to describing in detail a small number of psychotherapeutic cases.

The author must forgive me if this description does less than justice to his thesis. I may, admittedly, have been defeated in the long, arduous battle with his opaque and extravagant style, and jargon-ridden terminology. I possibly failed to appreciate the significance of the seemingly endless series of anecdotes and clinical examples. I might well have become lost in the frequent digressions on the state of contemporary culture in the United States, the women's movement, the modern family, organizations theory, and, one is tempted to say, "life, the universe, and everything".

However, if there was more to this book, it remains obscure to me. I was left with the distinct impression that it was a pamphlet masquerading as a book. However, to spin out so little to nearly 300 pages of text is, I suppose, an achievement of sorts.

Typical of the way the author's style obscures whatever his thesis might be, is his treatment of two apparently central concepts: "meaning" and "self". He seems to be making the obvious point that in order to give meaning to events, people do not stop at mere appearances, but conceptualize similarities and differences. Rather than make this point with clarity and precision, however, he cloaks it in unwarranted mystique, such as the illuminating observation that "it is not that a person makes meaning, as much as that the activity of being a person is the activity of meaning-making". As a result, we are left with an author who, in trying to convince us of the need we all have to make sense of our experiences, is unable to make sense to his readers. Similarly, the concept of the self is introduced, but left unclear. We are not helped in our understanding by the author's repeated insistence that the self is its perceptions, or by the distinction he habitually draws between the "self" and the "organism".

Given that so much is supposed to rest on the ample intellectual shoulders of Piaget, one might have expected a clear account of the important elements of Piagetian theory. Not a bit of it. Although Piaget's famous experiment on the conservation of volume, using liquid poured from one tall, thin container into a short, fat one, is described at length, no adequate account is given of the stages of development which the author's own theory proposes to parallel. Much the same is true of Kohlberg: if one were not already familiar with this theory, the account of it contained in this volume would make little sense. Perhaps had the author paid more attention to explaining these two theories and their significance to his own theory, rather than eulogizing the brilliance of which they were conceived, we might be able to understand his enthusiasm a little better.

As to the author's own reconceptualization of cognitive-developmental theory, we are, in the main, presented with a series of unsubstantiated assertions about what people think and feel. Whatever criticisms can be directed to Piaget and Kohlberg's theorizing, no one could legitimately accuse them of not grounding their theories in interesting and sometimes challenging observation. Kegan, on the other hand, tells us very little about anything apart from his beliefs about others' experiences.

Although this book can readily be dismissed as a literal waste of time, it could none the less prove damaging to the theory that its author claims to champion. If read by those unsympathetic to the cognitive-developmental approach, it will bring the whole theory into disrepute. Among cognitive-developmental theorists, too, this book could bring into disrepute the attempt to extend the theory from its concentration upon cognition to a consideration of affect: from beliefs to a concern with values; and from conceptualizing the individual in isolation to considering him in social relations. The attempt to raise these issues, which was the apparent purpose of this book, was worthy, but in dealing with them in such a speculative and vacuous manner, it may prove harmful. Moreover, the author ignores many other important issues which are implicitly raised in the course of

his own "analysis". For example, he uncritically accepts the unitary stage model without considering whether it is appropriate to conceive of people as "developing", with its overtones of goal-directedness, rather than simply "changing". He ignores the possibility that development could be multi-linear, with alternative courses of development available to different individuals. He provides no evidence to support his implied view that individuals actually pass through the succession of stages set out in his model without, for example, skipping stages. More surprisingly still, he pays no attention to the vexed question of reversibility, in which people regress to earlier levels of development, despite the fact that he deals at length with clinical examples whose symptoms might well have been interpreted as showing signs of reversibility.

The reason for this uncritical acceptance of unitary development is, however, not difficult to discern, for the author confuses the descriptive with the normative throughout his discussion. It is not only, supposedly, a fact that people proceed through the stages postulated in this theory, but that they should, and a failure to do so is taken as pathological. It is clear that Kegan has a preconceived notion of what the fully developed adult is like. Therefore, the question he asks is not "how do people develop?", but "how do they develop towards this ideal?". This, of course, has been a central problem in cognitive-developmental theorizing, but one which Kegan does nothing to resolve, only to illustrate once more. However, as he does so little to resolve any other problems, it is perhaps expecting too much that he should address himself to such a knotty issue as this.

P. A. J. Waddington

P. A. J. Waddington is lecturer in sociology at the University of Reading.

Getting Up

Subway Graffiti in New York by CRAIG CASTLEMAN

Getting Up is the term used by graffiti artists to describe their success in making their mark on the New York subway system. It all started a little more than a decade ago, with a few stray names inside New York's subway cars. Now the whole system is covered with graffiti: sometimes the outside of a whole car – even a whole train ten cars long – will carry an elaborate colorful mural. Graffiti does not judge the artistic merit or social significance of graffiti. His aim is to trace the growth of this social happening and to give an inside report on the lives and activities of the teenagers who, singly and in groups, sneak into lavatories and tunnels to do their writing and painting. Castleman interviewed hundreds of teenagers, and also presents the other side, the views of transit police and public officials who unceasingly and unsuccessfully try to eradicate all traces of graffiti. "No matter if one judges subway graffiti to be an art or pollution, one comes away from *Getting Up* admiring the ingenuity of the young writers..." *New York Times Book Review*, 1982. 44 illustrations, 4 in colour, £12.00.

Los Ambulantes

The Itinerant Photographers of Guatemala Photographs by ANN PARKER Text by AVON NEAL

These striking portraits of Indians, in richly ornamented clothes in front of brightly painted backdrops, record the ongoing Guatemalan folk tradition of itinerant photography. Few examples of this work have survived over time, but the authors travelled with itinerant photographers during a period of several years and Ann Parker's photographs – taken, in a sense, over their shoulders – speak for them and their little-known world. The book also includes several pictures taken by the itinerants themselves. The text, based on hundreds of interviews, reveals their personalities and photographic techniques. It vividly describes the hard and eventful life they lead attending fairs, markets and religious festivals all over Guatemala searching out customers. 1982. 80 duotones, 18 colour plates, £28.00.

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BOOKS

Fossil ambiguities

Archetypes and Ancestors: palaeontology in Victorian London 1850-1875
by Adrian Desmond
Blond & Briggs, £15.95
ISBN 0 85634 121 5

Social historians of science, engaged in probing how social interests and ideological commitments penetrate the concepts and practice of science, are often berated for being willfully blind to the real progress of positive knowledge (and also for ignoring the inner logic of the science they are slandering). Neither of these charges will stick against Adrian Desmond's original, trenchant and scientifically surefooted account of the making of mid-Victorian palaeontology; in its tentative and self-critical way, it is a model inquiry into how, and how far, socio-cultural pressures determine natural knowledge.

Desmond has no patience with partisan, Whiggish, "winners' history (relying on the slain, as he puts it), preferring to recontextualize past battles. This vigilance is particularly vital in examining the development of evolutionary palaeontology, because it was the winners who wrote the myths, and thereby captured subsequent historians. For the centre-piece of the story is the war of the wits between T. H. Huxley and Richard Owen, in the great propaganda tract that saw Owen's Goliath of comparative anatomy on his own ground, by disproving Owen's claim that the *hippopotamus* minor lobe uniquely distinguished man from other higher primates - and indicting Owen for perjury in the process. Huxley it was who courageously spoke out for evolution as Darwin's bulldog, whereas Owen lamely coached "Soapy Sam" Wilberforce for his below-the-belt attack on the theory at the Oxford British Association meeting. Huxley was on the side of the angels - progress, the people - whereas Owen skulked in the history books as a loquacious, evasive, Establishment humbug. All these stereotypes, however, preempt real investigation.

Desmond wants to brush aside the myths. His new broom sweeps three main areas clean. First, he puts the record straight on Owen. Owen was always his own worst enemy - secretive, gleefully-mouthed, authoritarian. Yet he was a Bible-quoting defender of special creation by divine miracle (though he did oppose Lamarck and Darwin). For Owen, Nature was governed by law. Hence, even though he never accepted species change by gradual evolutionary modification, he argued that the coming into being of species indeed lay under "higher generative law", part of the unfolding of transcendental design (though what its mechanism was, he never explained).

This commitment to Platonic archetypes for reconstructing fossil history was derided as mysticism by Huxley; yet it was fruitful in leading Huxley to see homologies and morphological similarities as evidence of common descent, in drawing out the difference between anatomical structure and function. His championing of polyphyly, and the view that the tree of life had a branching lineage, superseded earlier simplistic beliefs in a single scale of being, and were indirectly absorbed into the doctrines of the evolutionists; and his brilliant sketches of pathways through them for amphibians up to modern mammals. Owen was a major comparative anatomist, who won no fewer than 100 medals.

Second, by ceasing to eulogize Huxley, Desmond can get to grips with the rather profound and puzzling character of his palaeontology. It is not rather odd that Darwin's champion so resolutely held back in the 1860s from claiming that the temporary succession of fossil forms provided

visible proof for the evolution of the main taxa? The solution to this riddle, argues Desmond, is that Huxley was not a profound and consistent palaeontological theorist. He developed his interpretations piecemeal, making tactical sorties in response to particular discoveries or controversies. In the 1860s he still feared that to trace ascent up the scale of life through the fossil record would prove excellent grist to the natural theologian's mill, for it could equally well support their case for successive creations by divine fiat. Hence, he remained faithful to Lyell's belief that until then the evidence of the fossil record was essentially negative. Palaeontology would eventually confirm "persistence of type" and show that all the major branching had occurred before geological time.

This would also help illuminate Huxley's well-known coolness towards certain of Owen's brilliant fossil reconstructions, such as *Archaeopteryx*. The explanation, argues Desmond, lies in Huxley's perception of how Owen's interpretation of this Jurassic specimen, as a suddenly appearing, early, yet perfect bird, torpedoed Darwinian emphasis on the gradualness and obscurity of the transitions from reptile forms. Desmond thus argues that in the 1860s Huxley's brand of palaeontology remained ambivalent and confused. It

was not until he absorbed Ernst Haeckel's notion of the *phylum*, and tacked on to it American researches into the phylogenetic evolution of the horse, that Huxley eventually warmed to the evolutionary uses of fossil history. Why this volte-face? The answer, Desmond suggests - and this is the thrust of the book - is to be found in the social division of scientific theories. Huxley shifted palaeontological ground partly for ideological purposes. Consciously or not, the Owenites and the Huxleyites were both projecting their social metaphysics on to palaeontology. Owen's science used the great homologies revealed by fossil comparative anatomy to clinch the unity of the divine plan, the incarnation of the archetype, unfolding regularly over order, and its hierarchic taxonomic ranking from lower up to high creatures, endorsed Owen's own social establishmentarianism and gratified his conservative, Broad Church, Oxbridge admirers.

Huxley by contrast was one of the scientific Young Turks, "agnostic" and "materialist", scrambling up the greasy pole, aiming to make a profession of science. Not surprisingly the Darwinian rat-race, the law of the jungle, appealed to him as Nature's mirror of his own struggle for social survival. So ultimately, because he was involving himself

more in social and political issues in the 1870s, Huxley welcomed Haeckel's phylogeny, confident at last that the rocks endorsed a "democratic" view of descent from common ancestors, the fittest rising up the evolutionary scale on a path of self-betterment. The seven-stage fossil history of the horse dynasty, from Hippocampus up to Equus, at last gave reputable scientific evidence for Darwinian gradualism, while suggesting that Nature was on the side of the social progressives.

Desmond's book raises as many questions as it answers, in particular about just how socially distinct his two camps actually were. Yet it succeeds in being a sophisticated study of the colonization of scientific territory - specifically of rival attempts to describe the dinosaur - and of the role of social pressures in the making of "lasting contributions" to science. Not least it is a joy to read, perkily irreverent at times and full of rich vignettes and memorable turns of phrase. I warm to the author who can write of Harry Seeley, that he "gave sobriety a sort of anarchic tinge".

Roy Porter

Roy Porter is lecturer at the Wellcome Institute for the History of Medicine, London.

Pascal flood

Pascal for Students
by R. Kemp
Edward Arnold, £5.95
ISBN 0 7131 3447 X
Programming Microcomputers
by M. D. Beer
Granada, £6.95
ISBN 0 246 11619 6
A Practical Introduction to Pascal,
with BASIC (second edition)
by I. R. Wilson and A. M. Addyman
Macmillan, £6.95
ISBN 0 333 33340 3

Pascal's popularity accelerated around the mid-seventies and the trickle of Pascal texts that began then, has since become a flood. But Pascal is not like other languages; it encourages "transparent" programs more than did any of its predecessors and projects security as one of its leading design principles. Consequently, Pascal initiated a new style of programming, a style which encourages a new way of thinking about programs. Unfortunately, this fact has escaped the notice of many of the contributors to the flood; in many of the books, programs are written much as they might be in any other block-structured language.

Since the first texts appeared, the use of Pascal has been influenced by a number of ways. The advantages of Pascal style have become more apparent and so their use has been reinforced. Particular examples here are the benefits of minimal bracketing, the desirability of named types, the importance of enumerated types and less significant aspects such as the use of both upper and lower case. The BSI/ISO Standard has been developed and, even though its publication was relatively recent, earlier drafts have been available for authors to consult. For some time, use has changed. In the mid to late seventies, basic programming was the norm; today, however, terminals are more more common and interactive computing takes place on microcomputers and the spread of Pascal in this domain has been largely due to Kenneth Bowles's UCSD system. It is in the light of all these developments that any newly emerging text must be viewed.

The book by Kemp offers nothing new and presents none of the lessons learned in recent years. Program layout is old-fashioned using no lower case letters, enumerated types are understated, named types are rare and subroutines are not used. The book's strong points are the compiler's

ability to perform subscript checking when a programmer enforces minimal subscripts. Use of a terminal is mentioned early in the book but no mention is made of prompting, although prompting does creep into a later example. Also, some of the facts stated are incorrect, particularly when referred to the Standard.

This is unfortunate, because in many ways the book is well written. Most concepts are defined fluently and the book flows at a nice pace. Four years ago this book might have compared reasonably with its competitors but, in 1982, it is outclassed. Beer's book is aimed at the microcomputer user. The author does not state exactly what dialect of Pascal he will use; only that the programs were tested on an Apple (UCSD based) computer. Some features of UCSD Pascal are outlined in an appendix but the UCSD user interface is described and the UCSD graphic capabilities are not mentioned. Consequently, the majority of the book's contents have no direct relevance to microcomputers, apart from assuming an interactive terminal.

As for program layout, both upper and lower case are used but the author has an obsession about not one line and this gives his programs a long drawn out appearance. Use of prompts in interactive computing is emphasized and there are several examples illustrating menu selection, a common interactive technique. A concluding chapter introduces control-type applications; this provides a welcome addition to the usual information in a Pascal text and should make interesting reading for someone new to this area.

Otherwise, there is little to praise. Programs contain excessive brackets, statements and some display poor style. When procedures are introduced in chapter seven, it is stated (very sensibly) that "the use of variables which are declared at a higher level should be avoided" and then the very first program of the next chapter blatantly disregards this advice; procedures have no global variables and update global variables. In addition, the accompanying text is often woolly, descriptions are ambiguous and sometimes just plain wrong. Even the very first program described does not do what is stated.

The number of mistakes throughout the book is unacceptably high and, for an introduction to Pascal, there are far better books available. This leads me nicely to the last of the three books. The second edition of Wilson and Addyman's classic, like this book when it first appeared and I like it even more in its new form. The main justification for a second edition is to conform to the new Standard, which it does admirably, but the authors have also taken the opportunity to modify other aspects of the book. Program layout

has been improved by using lower case italic and bold face and the choice of identifiers is better in some programs. More significant changes reflect an awareness of Pascal's contribution to security: the benefits of named types and minimal subscripts are emphasized, enumerated types are given the prominence they deserve, no procedure or function now refers to a non-local variable, and the goto-statement has been relegated from chapter three to chapter thirteen. The only disappointment is that the book has not yet reached the VDU age, as there is no mention of interactive programming and no mention of the use of prompts.

The main text of the book has increased from 118 pages to 134 and the remainder of the book has been expanded dramatically to include a full reproduction of the Pascal Standard, BS6192 - all 74 pages of it. The prefaces to both editions state that the book should be suitable for first and second year students. I find the treatment here entirely inadequate. Also, given the importance of microprocessors in environmental data acquisition and analysis, it is surprising not to see some mention of such applications. The laboratory techniques chapter is also disappointing, with a tendency to "talk down" to the student and describe equipment which will be well known to most readers. The chapter on microscopy provides a good introduction to the subject but will need to be supplemented with laboratory manuals. The following chapter on remote sensing is nicely written and well presented; this is an important and topical subject treated in a mature and fashion which will undoubtedly stimulate the student reader to further study of the subject, despite one or two poorly reproduced photographs.

Laurence Atkinson

Laurence Atkinson is a lecturer in computer science at the University of Sheffield.

Tangled web

Environmental Science Methods
edited by Robin Haynes
Chapman & Hall, £20.00 and £9.95
ISBN 0 412 25280 4 and 25290 1

Stimulated by the heightened environmental consciousness of the 1960s, environmental science has now come of age and is developing a philosophy and an associated methodology of its own. For those of us who are lucky enough to teach the subject, it is a challenging discipline in its own right and not merely a collection of the relevant elements from the more traditional, established sciences. It is encouraging, therefore, to see a book on environmental science methods which, according to its editor Robin Haynes, attempts to "demonstrate eleven isolated techniques but a web of related principles".

Although this book does not really achieve the commendable, ideals stated in the preface, it can be recommended to first-year students in environmental science provided they are alerted to some of its limitations. P. C. Young

In most cases, the authors attempt to communicate with first-year university students in an easily readable style. Indeed, it could be argued that the book sometimes goes too far in this direction: while many of the chapters, such as those on mathematics, statistics, remote sensing and project evaluation are written at just about the right level, one or two of the others seem to aim at little more than an ordinary level GCE audience.

The book is composed of chapters contributed by staff from the school of environmental sciences at the University of East Anglia and has been developed from part of their course for first-year students. The editing is reasonably competent, if unexciting; the only real attempt at integration occurs in the two-page preface; it would have been better to see this expanded into a full chapter which set the various methods within the context of environmental problem-solving. For example, such a chapter could have been based around a case-study which demonstrated how the methods could be combined in the solution of a complex environmental problem that transcended normal discipline boundaries.

The book begins with chapters on measurement, mathematics, statistics and computing. The treatment of measurement is uninspiring on its own and would probably be better combined with the later statistics chapter. Both the mathematics and statistics contributions are well written and contain a reasonable number of environmentally relevant examples that should aid the student in appreciating the relevance of the techniques. Despite some minor omissions and idiosyncrasies these chapters provide a reasonable basis for the kind of mathematics and statistics courses taken by most environmental science students in their second and third year.

The computing chapter starts well enough with a computer-type block diagram showing the reader how to use the chapter. But the rest is a superficial introduction to the subject which concentrates on terminology and the use of program packages. This is a very disappointing treatment considering the importance of computers to environmental systems analysis and the growth in the availability of microcomputers. Many students these days will have got well beyond this level before their fifth year of secondary school and will find the treatment here entirely inadequate. Also, given the importance of microprocessors in environmental data acquisition and analysis, it is surprising not to see some mention of such applications.

The laboratory techniques chapter is also disappointing, with a tendency to "talk down" to the student and describe equipment which will be well known to most readers. The chapter on microscopy provides a good introduction to the subject but will need to be supplemented with laboratory manuals. The following chapter on remote sensing is nicely written and well presented; this is an important and topical subject treated in a mature and fashion which will undoubtedly stimulate the student reader to further study of the subject, despite one or two poorly reproduced photographs.

The next two chapters on maps and surveying are similarly competent, if less stimulating to the first-year student. It is a pity, however, that the latter contribution is the only one in the whole book to discuss field techniques in any detail. This tends to underplay the importance of field work to the practice of environmental science. The book ends with two interesting chapters on social surveys and project evaluation, thus emphasizing the human element in environmental systems. The latter chapter is made more digestible by the introduction of an environmentally relevant example of cost-benefit analysis concerned with the proposed construction of a saturation barrier.

Although this book does not really achieve the commendable, ideals stated in the preface, it can be recommended to first-year students in environmental science provided they are alerted to some of its limitations. P. C. Young

P. C. Young is professor of environmental sciences at the University of Lancaster.

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Geology: Professor S. C. Clarke, £26,146 from the Natural Environment Research Council for theoretical studies in evolutionary ecology. Agriculture and horticulture: Dr D. J. A. Cole, £20,000 from the Ministry of Agriculture for research into the validation of a microwave polymer technique for the acquisition of film cooling data.

Biotechnology: Professor J. N. Hawthorne, £11,500 from the Wellcome Trust for research equipment.

School of Engineering: Dr J. Gordon, £33,000 from the Home Office for work on speech recognition; Dr J. Gordon, £15,500 from the British Telecom Group for work on fingerprint identification; Dr J. Gordon, £10,000 from the Department of Industry for work on high speed microprocessors; Dr J. Gordon, £25,300 from the Building Research Establishment for work on local failure in steelwork structures; Dr D. R. Philpott, £13,340 from the Ministry of Defence for research into the solution of problems at synoptic speeds; Dr F. S. Blahner, £49,000 from the Science and Engineering Research Council to support work on pressure charging of gasoline engines; Dr R. Barrett, £35,000 from the British Library for work on optical video disc applications in library and information science; £19,000 from the SERC/Department of Industry to support a Teaching Company Scheme with Fawcett Industries.

School of Natural Sciences: Dr Trevas and C. Cocking, £37,100 from the Science and Engineering Research Council for work on use of a microanalytical laser as a bioanalytical tool; Dr R. N. Smith, £27,200 from the SERC to support work on infrared and optical astronomical polarimetry. National Institute for Career Education and Counselling: Mr A. G. Watts, £64,000 from the Manpower Services Commission for work on the development of individual guidance and support for young people in the Youth Opportunities Programme.

Saturday January 29
11.00 Science Foundation Course, Preparatory Maths - Angles (5101) (pgs MAFS).

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NOTICE BOARD



A mid-nineteenth century Thai diagram indicates sensitive body points with instructions for treatment of illness by massage. It can be seen at the British Library's exhibition of Thai illuminated manuscripts which continues until June 30.

Professor Keith Patchett, head of the law department at the University of Wales Institute of Science and Technology, has been appointed a short-term consultant for the Overseas Development Administration in Botswana in relation to the UK technical assistance programme for legal services. Professor Patchett has undertaken similar duties in the Caribbean on behalf of the Commonwealth Secretariat. Earlier this year he prepared a memorandum on legal reform in the small island states of the Eastern Caribbean for the House of Commons Foreign Affairs Committee.

Mr Graham Seal is to be the new keeper of the Sainsbury Centre for Visual Arts at East Anglia. Originally a specialist in seventeenth century Dutch painting and seventeenth century English architecture, Mr Seal has more recently been involved with modern and contemporary art and is currently chief curator of the Walker Art Centre in Minneapolis, USA.

Miss Sheila Sullivan has won the 1983 Berkshire County Council Applied Valuation Award for her work on a degree award in the Berkshire County Council. The award has been made annually for the last three years by Berkshire County Council to the student who does best in the examination for the award. Miss Sullivan is the final examination for the BSc degree in Land Management.

There is a personal trophy in the form of a Sainsbury's gift and a personal award of a presentation audience's honour. The presentation at Sainsbury's was recently made by the chairman of the county's property committee, Mr Steven Norris.

Since this particular course option will not be available after this year, Miss Sullivan is the last winner of the award.

The University of Newcastle upon Tyne has established a prize to commemorate Professor P. C. G. Taylor who was head of the department of civil engineering from 1970 until his retirement in 1981 and who initiated and developed public health engineering and environmental engineering in the department. The prize, consisting of a medal, free entry to the college of Graduate in the Institution of Public Health Engineers and Architects, and a certificate, is awarded annually to the best student in the department in the field of public health and environmental engineering.

"Race, the Media and Education" is the subject of lectures, symposia and film screenings organized by London University's Institute of Education Centre for Multicultural Studies and the British Film Institute. All events are on Thursday evenings from 6.30pm in the Nurm Hall, Institute of Education, Bedford Way, London WC1.

Professor J. K. Galbraith, emeritus professor in economics at Harvard University and author of *The Affluent Society* delivered this year's W. E. Williams Memorial Lecture, sponsored by the Arts Council. Speaking in the National Theatre, London, Professor Galbraith discussed the artist's role with specific reference to his own economic status. It is hoped to publish the full text of "Economics and the Arts" in a future issue of *THES*.

Honorary degrees

Universities

Bath

The university will confer honorary degrees on the following:
DSc: Professor Peter Danchwerts, FRS, recently retired from the Shell chair of chemical engineering at Cambridge University, where he was also head of department. Professor Paul Matthews, vice-chancellor of Bath University since 1976, retiring this year; Mr Clive Sinclair, chairman, Sinclair Research Ltd since 1979.
LLD: Sir Peter Parker, chairman of the British Rail Board; Baroness White, life peer since 1970, Labour MP for East Fife 1950-70.
DLitt: Henry Russell Austin, founder-director of *The Spire*; Iris Murdoch, novelist and philosopher.

Liverpool

The university will confer honorary degrees on the following at degree congregations:
DLitt: Sir Kenneth Dover, president of Corpus Christi College, Oxford since 1976 and president of the British Academy since 1978; Sir John Hick, fellow of All Souls College, Oxford, since 1952, Nobel prizewinner for economics 1972, The Most Rev. Robert Runcie, Archbishop of Canterbury since 1981.
LLD: Mr John Kellaway, chairman of Liverpool area health authority (teaching) 1979 to 1982.

Forthcoming Events

The Socialist Society will hold its two-day annual conference on February 5 and 6 at the Sir William Collins School, Charington Street, London W1. Speakers include: Tony Benn, Elizabeth Wilson, Lynne Segal, Robin Murray, Frances Morrell, Tariq Ali, Hilary Walbridge, Judith Hunt, Ruth Lister and Anthony Barnett. Topics include "A statutory right to work", "Channel Four: problems and prospects", "Talking, criminalization seriously", "Feminism, socialism and labourism". On February 4 the Socialist Society is sponsoring a meeting entitled "Europe, NATO and the bomb" at the Conway Hall, Red Lion Square, London WC1. Speakers include: Dr. J. H. H. Hill, Kate Spence, John Palmer, Pat Arrowood and a representative from Greenwich Common. Details of both events from 7 Carfax Street, London W1 - tel 01-734 8501.

The fourth annual conference of the UK Association for Legal and Social Philosophy will be held at Manchester University from April 8-10 1983, on the theme *Philosophy and the Criminal Law*. Professor Torilien Schjold of Oslo University will deliver a main lecture on "Justification of punishment". There will be symposia on "Mental disorder and criminal responsibility", "Rights in the process", "Dangerousness". Further details can be obtained from the Secretary, R. A. Duff, Duff House, 100, St. James's Place, London SW1A 1DL. Stirling, FK9 4LA.

A new research group has been formed at the University of Surrey to work on the social and personal consequences of developments in information technology. The group is called the Social and Personal Consequences of Information Technology (SPCIT) and is headed by two pioneers in the field, Dr Nigel Gilbert, of the University of Surrey, and Dr David SPAT (Social and Personal Consequences of Information Technology) working in this field, with support from the Science and Engineering Research Council. A new research group is being formed at the University of Surrey to work on the social and personal consequences of developments in information technology. The group is called the Social and Personal Consequences of Information Technology (SPCIT) and is headed by two pioneers in the field, Dr Nigel Gilbert, of the University of Surrey, and Dr David SPAT (Social and Personal Consequences of Information Technology) working in this field, with support from the Science and Engineering Research Council.

The fourth annual meeting of the International Standing Conference on Conflict and Peace Studies will be held at Christ Church College, Oxford from September 21 to 23, 1983. This year's conference is entitled "Conflict and peace: development in conflict and peace studies" and is organized in association with the Department of Peace Studies, Bradford University. The Standing Conference was founded in 1980 by Colin Milner, assistant director of North-East London Polytechnic. It aims to promote research and discussion on conflict and peace studies, and to provide a forum for service-associated academics, other academics and researchers can meet to discuss current issues in defence and peace studies and to create a stimulus for course and curricular development in defence and peace studies by madison debate, as opposed to polemical argument. The Standing Conference on Conflict and Peace Studies, North-East London Polytechnic, Romford Road, London E15 4LZ.

Institute of Science Technology, Oxford "IST supervision for technicians: a one-day meeting, on March 23, 1983" to be held at the department of experimental psychology, Oxford. Papers are invited on topics related to practical aspects of the supervisory technician's role and on supervisory skill. The provisional programme envisages papers on: the role of the technician in the laboratory; the supervision of practical training programmes for science technicians; education and qualification of technicians in laboratory management; papers on specific supervisory skills. Offers of contributions should be made to Mrs P. Barber, laboratory of psychology, Parks Road, Oxford, (tel: 37531) before registration forms and further details may be obtained.

Dr P. B. Pearson, current reader in Hall University's department of applied mathematics, has been awarded a grant of £10,000 to mark the culmination of the King's College Sociobiology Project has been published as *Current Problems in Sociobiology* in the Cambridge University Press at £27.50 and £9.95. Edited collectively by the group, the papers have been arranged under the headings: natural selection and sociobiology; complexity in evolutionary processes; evolutionary conflicts of interest; sociality; and the problems of computation.

Chairs
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OU programmes
Details of Open University television and radio programmes are available for non-students in leaflets specially produced by the BBC. Divided by subject, they include art, architecture and design, public affairs, science, mathematics and computing. They are obtainable from the Information Officer, BBC Open University Production Centre, Walton Hall, Milton Keynes, MK7 6BH.

Thursday February 3
12.30 Opening Mathematical Thinking, Substitution
12.30 Opening Mathematical Thinking, Substitution
Friday February 4
12.30 Opening Mathematical Thinking, Substitution
12.30 Opening Mathematical Thinking, Substitution

CLASSIFIED ADVERTISEMENTS

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Awards
Conferences and Seminars
Courses

Personal
For Sale and Wanted
Holidays and
Accommodation

Universities

nihe
limerick

Planned as Ireland's first technological university, the NIHE, Limerick has already gained widespread recognition for its contribution to the country's industrial development. Construction is now underway on a new 170,000m² complex, which will double the range of laboratories and specialist business facilities. There are vacancies for:

SENIOR LECTURER/LECTURER/ ASSISTANT LECTURER IN COMPUTER ENGINEERING

Applicants should have expertise and experience in one or more of the following areas: Operating Systems, Systems Software, High Level Language Compilers and Interpreters, Computer Hardware, Interface Design, Inter-Computer Communications, Networks. Candidates with microcomputer and microcomputer experience will be favoured.

SALARY SCALES:
Senior Lecturer: £14,519-£19,178 p.a.
Lecturer: £12,458-£17,389 p.a.
Assistant Lecturer: £9,701-£11,835 p.a.

Application material available from the Personnel Office, The National Institute for Higher Education, Limerick, Ireland should be completed and returned by 11 March, 1983.

UNIVERSITY OF STRATHCLYDE

PROFESSOR OF PHARMACY

The University invites applications for the post of Professor of Pharmacy, vacant on the retirement of Professor J.B. Stanlake and his translation to a research professorship. The successful candidate will provide academic leadership to the pharmaceutical chemistry division of the department of Pharmacy and will have an established research and teaching record in a relevant branch of pharmaceutical or medical chemistry.

Applications (in duplicate) giving a brief curriculum vitae and the names of two referees should be sent to D. A. S. Copland, The University, Strathclyde, Glasgow G1 1XQ, quoting reference 16/THE.

Further particulars (quoting 28/82) may be obtained from the Registrar, University of Strathclyde, Glasgow G1 1XQ. Applications should be lodged by 31st March, 1983.

REMINDER
Copy for
Classified Ads in the
THE
should arrive not later than
10a.m. Monday
preceding publication

UMIST
DEPARTMENT OF CHEMISTRY
CHAIR IN CHEMISTRY

A Professorial vacancy exists in the Department as a consequence of the retirement of Professor P. G. Ashmore. It is anticipated that the successful candidate will be a physical chemist with a proven research record. He/she will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

Salary will be in the professional range, minimum £18,515 a year. The professional average is now £19,503 a year.

Requests for application forms and further particulars, quoting reference CH/3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

Southampton THE UNIVERSITY

ENGINEERING MATERIALS

A position is available in the Department of Engineering Materials for a Research Assistant to conduct research on the Metallurgical Aspects of High Pressure Die Casting. The research is funded by the SERC for a three-year period at an initial salary of £7,225 per annum.

Candidates should have a degree in Metallurgy, Materials Science or a related subject and relevant research experience in the casting field would be an advantage.

Applications (in duplicate) giving a brief curriculum vitae and the names of two referees should be sent to D. A. S. Copland, The University, Southampton SO9 5NH, quoting reference 16/THE.

Southampton THE UNIVERSITY

COMPUTER STUDIES

Applications are invited for the post of Lecturer in Computer Studies in the Department of Mathematics. Candidates should have an Honours degree in Mathematics, Science of Engineering and either a higher degree in Computer Science or appropriate industrial experience.

The post is tenable from 1 September 1983. Salary scale £6,376 x £42,010 - £15,000 per annum. The initial salary will depend on qualifications and experience.

Further particulars may be obtained from Mrs E. C. P. Seare, The University, Southampton SO9 5NH to whom applications (in duplicate) should be sent not later than 15th February 1983 quoting reference 16/4A.

UNIVERSITY OF EAST ANGLIA
Norwich

DEPUTY FINANCE OFFICER

Applications are invited for the above post from professionally qualified accountants with wide experience in financial administration and management. The appointment will be for a period of 12 months, commencing on 1st October 1983. Salary within the administrative grade IV range on the scale £10,515 - £13,320 per annum with USS benefits.

Applications (three copies) giving details of three persons to whom reference may be made should be lodged with the Establishment Officer, University of East Anglia, Norwich, NR4 7TJ, from whom further particulars may be obtained, not later than 28th February 1983. No forms of application are issued.

University of St. Andrews
Department of Spanish

TEMPORARY LECTURESHIP

Applications are invited for a temporary Lectureship in the Department of Spanish, commencing in early 1983. The successful candidate will be expected to teach Spanish at the undergraduate level and to supervise students on the MA programme. The salary will be £10,515 - £13,320 per annum with USS benefits.

Further particulars may be obtained from Mrs E. C. P. Seare, The University, Southampton SO9 5NH to whom applications (in duplicate) should be sent not later than 15th February 1983 quoting reference 16/4A.

University of Waikato
Hamilton, New Zealand

CHAIR IN MANAGEMENT STUDIES

The Department of Management Studies at the University of Waikato has a vacancy for a Chair in Management Studies. The successful candidate will be expected to lead the department in research and teaching, and to develop the department's reputation as a leading centre for management studies. The salary will be £18,515 - £21,503 per annum with USS benefits.

Further particulars may be obtained from Mrs E. C. P. Seare, The University, Southampton SO9 5NH to whom applications (in duplicate) should be sent not later than 15th February 1983 quoting reference 16/4A.

University of Melbourne
Department of Physical Chemistry

LECTURESHIP (CONTINUING)

Applicants should have a degree in Physical Chemistry and a research record in the field of Physical Chemistry. The salary will be £18,515 - £21,503 per annum with USS benefits.

Further particulars may be obtained from Mrs E. C. P. Seare, The University, Southampton SO9 5NH to whom applications (in duplicate) should be sent not later than 15th February 1983 quoting reference 16/4A.

University of Hong Kong

LECTURESHIP IN MECHANICAL ENGINEERING

Applications are invited for a Lectureship in Mechanical Engineering. The successful candidate will be expected to teach Mechanical Engineering at the undergraduate level and to supervise students on the MSc programme. The salary will be £18,515 - £21,503 per annum with USS benefits.

Further particulars may be obtained from Mrs E. C. P. Seare, The University, Southampton SO9 5NH to whom applications (in duplicate) should be sent not later than 15th February 1983 quoting reference 16/4A.

University of Bath
Department of Philosophy

LECTURESHIP

Applications are invited for a Lectureship in Philosophy. The successful candidate will be expected to teach Philosophy at the undergraduate level and to supervise students on the MPhil programme. The salary will be £18,515 - £21,503 per annum with USS benefits.

Further particulars may be obtained from Mrs E. C. P. Seare, The University, Southampton SO9 5NH to whom applications (in duplicate) should be sent not later than 15th February 1983 quoting reference 16/4A.

Universities continued

University of Papua New Guinea
New Guinea

Applications are invited from suitably qualified persons for the post of **SENIOR LECTURER/LECTURER IN LANGUAGE EDUCATION**.

Candidates should hold a postgraduate qualification in Language Education and have a minimum of five years' experience in teaching and research in the field of Language Education. The salary will be £18,515 - £21,503 per annum with USS benefits.

Further particulars may be obtained from Mrs E. C. P. Seare, The University, Southampton SO9 5NH to whom applications (in duplicate) should be sent not later than 15th February 1983 quoting reference 16/4A.

University of Papua New Guinea
New Guinea

Applications are invited from suitably qualified persons for the post of **SENIOR LECTURER/LECTURER IN THE DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES**.

Candidates should hold a postgraduate qualification in Political and Administrative Studies and have a minimum of five years' experience in teaching and research in the field of Political and Administrative Studies. The salary will be £18,515 - £21,503 per annum with USS benefits.

Further particulars may be obtained from Mrs E. C. P. Seare, The University, Southampton SO9 5NH to whom applications (in duplicate) should be sent not later than 15th February 1983 quoting reference 16/4A.

University of the West Indies
St. Augustine

Applications are invited from suitably qualified persons for the post of **LECTURER/ASSISTANT LECTURER IN SOCIOLOGY OF EDUCATION**.

Candidates should hold a postgraduate qualification in Sociology of Education and have a minimum of five years' experience in teaching and research in the field of Sociology of Education. The salary will be £18,515 - £21,503 per annum with USS benefits.

Further particulars may be obtained from Mrs E. C. P. Seare, The University, Southampton SO9 5NH to whom applications (in duplicate) should be sent not later than 15th February 1983 quoting reference 16/4A.

University of the West Indies
St. Augustine

Applications are invited from suitably qualified persons for the post of **LECTURER/ASSISTANT LECTURER IN BOTANY**.

Candidates should hold a postgraduate qualification in Botany and have a minimum of five years' experience in teaching and research in the field of Botany. The salary will be £18,515 - £21,503 per annum with USS benefits.

Further particulars may be obtained from Mrs E. C. P. Seare, The University, Southampton SO9 5NH to whom applications (in duplicate) should be sent not later than 15th February 1983 quoting reference 16/4A.

University of Bath
Department of Philosophy

LECTURESHIP

Applications are invited for a Lectureship in Philosophy. The successful candidate will be expected to teach Philosophy at the undergraduate level and to supervise students on the MPhil programme. The salary will be £18,515 - £21,503 per annum with USS benefits.

Further particulars may be obtained from Mrs E. C. P. Seare, The University, Southampton SO9 5NH to whom applications (in duplicate) should be sent not later than 15th February 1983 quoting reference 16/4A.

University of the South Pacific
Fiji

Applications are invited from suitably qualified persons for the post of **PROFESSOR IN THE DEPARTMENT OF MATHEMATICS**.

Candidates should hold a postgraduate qualification in Mathematics and have a minimum of five years' experience in teaching and research in the field of Mathematics. The salary will be £18,515 - £21,503 per annum with USS benefits.

Further particulars may be obtained from Mrs E. C. P. Seare, The University, Southampton SO9 5NH to whom applications (in duplicate) should be sent not later than 15th February 1983 quoting reference 16/4A.

University of the South Pacific
Fiji

Applications are invited from suitably qualified persons for the post of **PROFESSOR IN THE DEPARTMENT OF CURRICULUM DEVELOPMENT - VOCATIONAL SUBJECTS (83/1)**.

Candidates should hold a postgraduate qualification in Curriculum Development and have a minimum of five years' experience in teaching and research in the field of Curriculum Development. The salary will be £18,515 - £21,503 per annum with USS benefits.

Further particulars may be obtained from Mrs E. C. P. Seare, The University, Southampton SO9 5NH to whom applications (in duplicate) should be sent not later than 15th February 1983 quoting reference 16/4A.

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University of the West Indies
St. Augustine

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Candidates should hold a postgraduate qualification in Psychology and have a minimum of five years' experience in teaching and research in the field of Psychology. The salary will be £18,515 - £21,503 per annum with USS benefits.

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Polytechnics

NORTH EAST LONDON POLYTECHNIC

Faculty of Engineering, Barking Precinct, Longbridge Road, Dagenham, Essex.

School of Electrical and Electronic Engineering

Head of School - Grade VI

Applicants should be chartered Electrical Engineers and hold a higher degree, preferably a doctorate, in Electrical, Electronic or Control Engineering. They must have significant experience in a Polytechnic or University, in both research and educational capacities, and have gained external academic standing. It is essential that they have the personal qualities necessary to provide a strong leadership.

Salary: £16,887-£17,490 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

Lecturer within the range LII to PL

Applicants should be well qualified and experienced Engineers in an area of electronic, communications or control engineering, and should be qualified at least to the level of an Honours degree. A proven record of research achievement leading to publications is necessary and a experience of supervising the research of academic staff would be an advantage.

Salary: £11 - £25,558-£11,022 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

School of Manufacturing Studies and Mechanical Engineering

Lecturers in Manufacturing Systems within the range LII to SL (Two Posts)

Candidates should possess a relevant first or higher degree and have recent industrial experience in manufacturing systems design and/or operation. Preference will be given to candidates with experience of CAD/CAM systems, flexible manufacturing systems, robotics, or the application of microcomputers to the control of manufacturing processes.

Salary: £12 - £25,558-£11,022 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chesham, Bucks, HP8 6LX. Tel: 0494 7722. Ext. 312/313/314 quoting the appropriate reference number. Closing date for receipt of application forms: 10th February, 1983.

NELP North East London Polytechnic

DUNDEE COLLEGE OF TECHNOLOGY

Applications are invited for the post of

COLLEGE SECRETARY

The college - a Scottish Central Institution - offers a wide range of degree and diploma courses. The person appointed will be directly responsible to the Principal for the administrative, financial and legal affairs of the college and he/she will also act as Secretary to the Board of Governors and the Academic Council.

Applicants should have appropriate graduate and/or professional qualifications together with substantial administrative experience at a responsible level, preferably in higher education.

The salary is currently £17,364, and financial assistance towards the cost of removal expenses may be payable. Further particulars and application forms are available from the Principal, Dundee College of Technology, Bell Street, Dundee, DD1 1HG, to whom completed applications should be returned by 11th February, 1983.

North Staffordshire Polytechnic

Faculty of Computing, Humanities and Education

Department of Computing

Principal Lecturer and Senior Lecturer Grade II in Computing

Salary: £11,022-£25,558

Applicants should be well qualified and experienced in the field of computing, with a relevant degree and significant experience in higher education.

Salary: £11,022-£25,558

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North Staffordshire Polytechnic, Jobs House, 180/184 High Road, Chesham, Bucks, HP8 6LX. Tel: 0494 7722. Ext. 312/313/314 quoting the appropriate reference number. Closing date for receipt of application forms: 10th February, 1983.

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Closing date: 11th February 1983.

Reference Number: E/4/82.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North Staffordshire Polytechnic, Jobs House, 180/184 High Road, Chesham, Bucks, HP8 6LX. Tel: 0494 7722. Ext. 312/313/314.

Closing date: 11th February 1983.

Reference Number: E/4/82.

DUNDEE COLLEGE OF TECHNOLOGY

LECTURESHIP IN PHYSICS

Applicants must have a good honours degree in physics. Teaching, industrial, research, or other relevant experience would be advantageous, as would possession of a higher degree. Applications would be particularly welcome from candidates with an interest in digital electronics, microprocessors or the use of computers in the teaching of physics.

Salary Scale (under review): £7,956-£11,700 (bar) - £12,561, with initial placing depending upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG, to whom applications should be lodged not later than 14th February, 1983.

DUNDEE COLLEGE OF TECHNOLOGY

LECTURESHIP in Statistics

Applicants should have high academic qualifications in statistics together with appropriate teaching and/or research experience. A specialist interest in time series analysis or multivariate analysis would be an advantage. The person appointed will be required to teach to honours degree level.

Salary Scale (under review): £7,956-£11,700 (bar) - £12,561, with initial placing depending upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG, to whom applications should be lodged not later than 11 February 1983.

SHEFFIELD CITY POLYTECHNIC

Department of Economics and Business Studies

Principal Lecturer in Business Policy

Applicants should be able to demonstrate a high level of appreciation of the theoretical and practical aspects of Business Policy and an ability to provide academic leadership in the development of this degree and diploma level.

Candidates should normally have a good first degree and a relevant postgraduate qualification together with appropriate teaching and work experience.

Principal Lecturer in Economics

The successful candidate will be expected to make a major contribution to the development of economics as a member of a large, multi-disciplinary department and on a wide range of courses within the department and throughout the Polytechnic.

Salary Scale: £11,022-£25,558 (bar) - £12,561.

Application forms and further details from the Personnel Officer, Sheffield City Polytechnic, (Sheff. 1000), Victoria House, Pinston Square, Sheffield S1 2BB or by phoning 0743 20911 ext. 327. Completed forms to be returned by 28th February.

Sheffield Polytechnic is an equal Opportunities Employer.

BRIGHTON POLYTECHNIC

Countrywide Research Unit/Computer Centre

RESEARCH FELLOW IN LAND MANAGEMENT

£8,855-£9,330

To work initially for two years on land management information systems. Experience in land management and computing desirable.

Further details and application forms from the Deputy Head of Personnel, Brighton Polytechnic, Brighton BN2 4AT. Tel: Brighton 898555. Ext. 2534. Closing date 19th February, 1983.

Application forms and details of the posts are available from the Deputy Head of Personnel, Brighton Polytechnic, Brighton BN2 4AT. Tel: Brighton 898555. Ext. 2534.

Closing date: 19th February 1983.

Reference Number: E/4/82.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, Brighton Polytechnic, Brighton BN2 4AT. Tel: Brighton 898555. Ext. 2534.

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Closing date: 19th February 1983.

Reference Number: E/4/82.

Teesside Polytechnic

Department of Computer Science

Applications are invited for the post of

Principal Lecturer (2 Posts)

LECTURER II/ SENIOR LECTURER

Computer Science is well established in the Polytechnic in a large academic department that has the full support of a well equipped Computer Centre. The staff of the department teach the whole spectrum of computer science and the applications on degree and diploma courses in computing and on courses in other disciplines across the Polytechnic.

One of the Principal Lecturer posts is associated with the Industrial Training Fund in the department. Applicants should have experience of placing sandwich course students in industry and of organising the training of students performing during their industrial year.

For the other Principal Lecturer post, applicants should have a special knowledge of one aspect of computer science in which they have experience of computer research or development work. The person appointed will also be expected to assist with the day to day running of the department.

Applications for the post of Lecturer II/Senior Lecturer should be able to lecture in one or more of the basic areas of the subject.

Salary: Principal Lecturer - £11,022-£25,558 (work year) - £12,561 per annum. Salary on appointment will be no greater than £11,022 per annum.

Lecturer II/Senior Lecturer - £7,956-£11,700 (work year) - £12,561 per annum. Salary on appointment will be no greater than £7,956 per annum.

Application forms and further particulars available from the Personnel Section, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 1BA. Tel: 01643 51131. Extension 414.

Closing date for applications 11 February 1983. H3

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 1BA. Tel: 01643 51131. Extension 414.

Closing date: 11 February 1983.

Reference Number: E/4/82.

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Overseas continued

Overseas Career Service

The British Council, a publicly funded body whose aim is to promote an enduring understanding and appreciation of Britain in other countries through cultural, educational and technical co-operation, intends to recruit a number of staff to its Overseas Career Service in 1983. At present the Council has staff in over 80 countries throughout the world and those appointed to the OCS undertake to serve wherever they are posted during their careers. They can expect to spend about two-thirds of their working lives overseas, sometimes in difficult conditions.

Applicants should have an honours degree or equivalent qualification. There is no restriction as to subject but the Council's main interests are in Education, English Teaching, Science, Librarianship and the Arts. Qualifications and experience in accountancy and finance would be of benefit. An aptitude for learning languages is essential and knowledge of a difficult language is an advantage. In addition candidates should have had at least three years work experience after graduation, preferably overseas.

Successful candidates are likely to be aged between 26 and 33 but candidates with exceptional qualities outside this age range will be considered.

OCS officers perform a wide variety of tasks in the area of cultural relations. All must possess the qualities that representation of Britain overseas demands and must demonstrate the potential to occupy responsible managerial posts successfully. Entrants should not therefore necessarily expect to serve in posts that use their academic qualifications exclusively. An initial period after appointment will be spent at the Council's headquarters in London before first posting overseas.

The starting salary is £7822 plus £1220 London weighting. Terms and conditions of service are in line with those of comparable organisations in the public sector. Furnished accommodation and allowances, including children's education allowances, are provided while overseas.

Interviews and selection boards will be held in London. For application forms and further information please write to Staff Recruitment Department, The British Council, 65 Davies Street, London W1Y 2AA or telephone 01-499 8011 extension 3034, 3174 or 3481. Please quote reference F8. The closing date for applications is 28 February 1983.

Research & Studentships

University of Natal
Durban and
Pietermaritzburg
South Africa
PRINCIPALSHIP

The University is seeking a successor to Professor N. B. Durrheim, the Vice-Chancellor, who is retiring on 30th June.

Persons interested in the post or who wish to suggest names for consideration are invited to write to the Registrar, University of Natal, George V Avenue, Durban, 4001, South Africa, who will be pleased to supply further information about the University.

The closing date for applications is 31st March 1983.

University of Oxford
St Hilda's College

The College proposes to award 12 Overseas Bursaries of up to £1500 p.a. to suitably qualified overseas students who wish to read for a higher degree or bachelors degree. Closing date: May 27.

(a) Graduate Studentships, up to £2000 p.a. for overseas students; (b) Women graduates admitted to the College for 1983-84. Closing date: 15 February 1983 and May 27.

Further details and applications are available from the College Secretary, St Hilda's College, Oxford OX4 1DY.

University of York
Department of Education
RESEARCH ASSISTANT

Applications are invited for the post of Research Assistant for a period of one year from September 1983. The study is directed by Dr. J. H. Durrheim, who is concerned with individual differences in teaching and the research will involve classroom observation, teaching in secondary schools, final-year undergraduate or higher degree students studying education, and teachers are particularly encouraged to apply.

The salary will be £5,350 per annum within Range 18 of the salary scales for Research and Academic staff.

Three copies of applications, naming two referees, should be sent to the Registrar, University of York, Heslington, YO1 5DD, from whom further particulars are available. Please quote reference number 6/7708. HT6

University of Bath
School of Education
RESEARCH STUDENTSHIP

Available for one year for research into Distance Education, a closely associated educational field. The award will be at the level of current SSC studentships to include maintenance and fees. Applicants should have a second honours degree, teaching certificate and 2 years' teaching or equivalent experience. The successful applicant will be registered for a higher degree by research.

Letters of application to Director of Studies for Education, University of Bath, Claverton Down, Bath BA2 7AY, enclosing proposal for research topic and names and addresses of 2 referees.

Closing date for applications is 15th February 1983, starting in October 1983. HT0

Overseas continued

UNIVERSITY OF CAPE TOWN
Information Systems Manager

The University has embarked upon the development of new integrated database systems and a new post of Information Systems Manager has been created to head up the administrative data processing and information centre. The Information Systems Manager will report direct to the Registrar and will control 20 staff consisting of project leaders, analysts, programmers, data capturing and RJE operating personnel, and will be responsible for co-ordinating the development, maintenance and production of all the University's administrative information systems.

All systems are currently processed on a UNIVAC 1100 system but in the proposed new developments alternative hardware solutions may be employed.

Applicants must have experience in information systems management and experience in on-line database design. A degree or equivalent qualification will be an added recommendation.

The salary range will be £30 000 to £33 000 per annum and in addition a service bonus subject to State regulations is payable annually. The package includes contributory pension scheme, subsidised medical aid, group life insurance, a housing subsidy scheme subject to State regulations and a 75% remission of tuition fees for dependants at UCT.

Applicants should submit a curriculum vitae stating present salary, qualifications, experience, the date upon which duty could be assumed, and the names and addresses of three referees.

Further information may be obtained either from Miss J. Lloyd, SA Universities Office, Oldchester House, 278 High Holborn, London WC1V 7TE, or from the Registrar (Attention: Appointments Office), University of Cape Town, Rondebosch, 7700, South Africa, by whom applications (quoting ref. no. E/271) must be received not later than 15 February 1983. Late applications may be accepted.

The University's policy is not to discriminate on the grounds of sex, race or religion.

Further information on the implementation of this policy is obtainable on request.

Administration

The London School of Economics
and Political ScienceAppointment of
DIRECTOR

The Court of Governors of the School has established a Selection Committee to make a recommendation for an appointment of Director of the School from 1 October 1984 when, as already announced, Professor Ralf Dahrendorf will give up the office.

Further particulars of the appointment may be obtained from the Secretaries, The London School of Economics and Political Science, Houghton Street, Aldwych, London WC2A 2AE.

Anyone interested in being considered for appointment or wishing to recommend anyone for consideration is invited to communicate as soon as possible but not later than the end of April with the Chairman, Sir Huw Wheldon, at the School. Communications should be marked Private and Confidential.

oxford polytechnic

Applications are invited for the post of
CHIEF
ADMINISTRATIVE OFFICER
(£15,258 - £16,299)

who is responsible to the Director for the administration of the Polytechnic, acts as Secretary to the Polytechnic and is Clerk to the Governors.

Further particulars and application forms may be obtained from the Deputy Administrator, and should be returned to the Director, Oxford Polytechnic, Headington, Oxford OX3 0BP.

University of
Warwick
ADMINISTRATIVE ASSISTANT

Applications are invited for a post of Administrative Assistant in the Registry. Candidates should hold a good honours degree, and should have had some further experience in either employment or in postgraduate study. An ability to handle statistical material would be an advantage. Salary will be an Administrative Grade 1A scale: £5,530-£11,103 p.a.

Further details from the Secretary and Registrar, University of Warwick, Coventry, CV4 7AL, to whom applications (including the names and addresses of three referees) should be sent by 15th February 1983. Please quote Ref. No. 26/8/83. HT1

London Borough of
Ealing
Education Department
AREA ADULT
EDUCATION
PRINCIPAL

Salary: Burnham Principal Group 2, £15,207 p.a. inclusive of London weighting.

Applications are invited from candidates with suitable qualifications, and appropriate experience, and are responsible for the operation and administration of Adult Education throughout half the Borough.

Please quote reference: E/271. Closing date: 15.2.1983.

Further details and application forms are available from the Chief Education Officer, Ealing Council, Ealing Town Hall, Ealing, London W5 5SL. Tel: 0181-873 2224 ext. 5112. Out of hours answer service on 0181 873 2224.

Careers
Development
Officer

An opportunity is offered to an experienced and enthusiastic person interested in Career Development Skills to develop and implement a comprehensive education and careers advisory unit. Responsibilities will include careers counselling, vocational guidance and careers management with particular emphasis on future careers and career development of students and adults. Experience in management of Career Development programme is essential and applicants should possess academic qualifications and professional experience in teaching or industry or business. Interested applicants should send a letter of application together with a full C.V. to:

EDUCARE
His Highness Prince Aga Khan
Department of Education for U.K.,
3/5 Palace Gate, Kensington,
London W8 5LS.
Closing date for applications: 28th February, 1983.

Home Exchange

US acad./prof. families seek home exchanges summer. Call/Now Eng. Brochure: Mrs. Solvay, Elmford, 25, 250007, Exeter, 0393 680077.

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THE TIMES
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SUPPLEMENT

Priory House,
St John's Lane,
London EC1M 4BX

Administration continued

WELSH OFFICE
DEPARTMENT OF EDUCATION AND SCIENCE
HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors in Wales.

Inspectors provide a service of professional advice to the Secretary of State and their work includes inspecting and advising all educational institutions other than Universities; writing reports; consulting with local education authorities; organising courses; and undertaking general duties as well as specialist work.

The Inspectorate is particularly anxious to recruit for the following specialisms: chemistry; history; mathematics; food education/catering and hotel management; primary education - junior and infant/nursery.

Candidates should have relevant qualifications and experience in schools or colleges together with informed interest in current educational thought and practice.

For at least one of the posts, it would be an added advantage if candidates had particular interest and experience in dealing with pupils having special needs.

Starting salary within the range £13,848 to £19,934. Higher posts are normally filled by promotion.

Application forms (to be returned by 25 February, 1983) and further information may be obtained from: Mrs E. Thomas, Welsh Office, Education Department, Room 1-027, Cathays Park, Cardiff, South Glamorgan, CF1 3NQ. (Tel. No. Cardiff 623370.)

Adult Education

Morley College
61 Westminster Bridge
Road, SE1 7HT
Department of Art, Design
& Crafts5 SENIOR
LECTURER IN ART
DESIGN & CRAFTS

Required at Morley College. New post with special responsibility for building up new programme in family work, shops and/or community arts based in new building. Some teaching plus training, supervision and outreach. Art training background necessary plus some experience of adult education and/or family workshops. Job description available by post on 988 8501. Applications with C.V. to Principal by 24th February, 1983.

5 SENIOR
LECTURER IN ART
DESIGN & CRAFTS

Required at Morley College. In charge of high quality adult education programme in printmaking and Director of the Morley gallery. Distinction in printmaking specialty and experience of adult teaching essential, plus experience of gallery administration of job description available by post on 988 8501. Applications with curriculum vitae and C.V. to Principal by 15th February 1983.

PLEASE
MENTION THE
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WHEN
REPLYING TO
ADVERTISEMENTSSpecial
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1983

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Dec

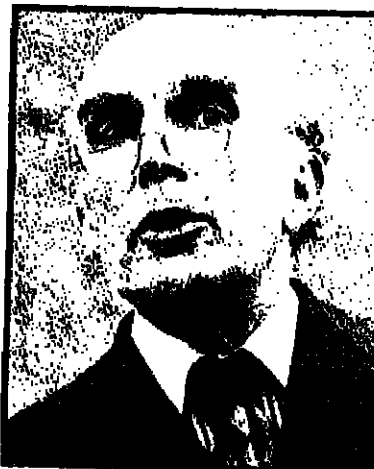
2 Computer Science

Irish history: unity and diversity

Recently, in reviewing John Bowman's masterly *De Valera and the Ulster Question* (Clarendon Press), I pontificated that the journalist had proved himself a true member of the great contemporary school of Irish history. A few nice colleagues at Birbeck, (not themselves historians but the intellectual sort who usually do know of the best things going on in other people's fields) these fellow trespassers had to ask me bluntly what I was talking about. Now I was glad to find that they were reading the old *New Statesman* again ("looking much better now, thank you - no, you're thinking of *Tribune*"), but dismayed that my shorthand needed unpacking.

I think of modern Irish history as one of the great intellectual achievements of our times. History is not a science and I am trained and at the ready to pin down the bias of anyone talking of objectivity in the arts and social sciences, furthermore I'm very familiar with most of those radical critiques that locate all disciplines as parts of ideologies. However, some of these over-mechanistic lads, whose only idea of a discipline is to demonstrate again and again that it can't be, should study history at Trinity College Dublin, or University College Dublin; or Queen's would do if they prefer to live in Belfast. There should be limits to radical scepticism, even for those who call spell "epistemological" without pausing, and modern Irish history is a case in point. Actually I am trailing an irrelevant coat: one would not need to be a Marxist to expect that history in a state only three short generations from its violent founding would still be concerned with what is politely called "nation-building", that is fabricating and perpetuating myths that help to hold a country together by popularizing nationalist beliefs: broadly that the best kind of human community is a nation and that individuals are esteemable only if they make sacrifices for it. Among such sacrifices truth is usually one of the easiest to make, especially when nationalism has grown through confrontation with imperialism. The easiest way to truth is then simply to state the logical contrary to imperial mythology.

It took American historians over a century to portray the American Revolution not in teleological terms but as an event in imperial politics,



Bernard Crick

something that could only be understood in terms of the reason for the breakdown of an imperial system, not in terms of subsequent nationalist or nation-building ideology.

In Ireland, however, nationalism preceded the time of struggle which should make good history even more difficult. Yet so soon in the life of a nation, Irish historians became so secure, objective and professional as to be forever stressing the broader context of Ireland amid these islands, not merely historically but continuously, and to be stressing the contingencies of the past not its inevitability. The foundations were laid in the 1930s, for while the new state was notoriously narrow minded in its authoritarian literary censorship, it did not intervene with scholarship: that carried on much as before. A statute even insisted that for permanent lectureships in colleges of the University of Ireland there should be two external assessors from similar educational systems: a form of words that whether read in English or Irish was simply a euphemism for the United Kingdom or the Commonwealth.

So one can in fact find not merely reliable history of the troubled times by great scholars (such as J. C. Beckett, Edmund Curtis R. Dudley Edwards, F. S. L. Lyons, R. B. McDowell, F. X. Martin, T. W. Moody etc - all but one still with us) but also good semi-popular history written by their pupils, such as John Bowman on De Valera or, for inst-

ance, to Ruth Dudley Edwards' *Patrick Pearse: the Triumph of Failure*, a biography of awesome dispassion (considering the myths about the myth making man) and commendable hard-graft among sources. Furthermore, all this infiltrated, permeated and took over the most sensitive area of all for new states, that area in which crudeness is usually enforced: school history textbooks. Never mind what they were or that some of them lingered on until quite recently in Catholic schools in Northern Ireland: now for 10 or 20 years they have gone. The three most commonly used textbooks for intermediate history in schools are edited by Professor John A. Murphy: their tone, balance and fairness are impeccable, but what is most interesting is their insistence, even in *Ireland Three: Union to Present Day*, on presenting Irish history as part of a wider context of British and European history, as it has been. And as it can never cease to be.

There is another piece to be written about the easy and natural movement of scholars, journalists and writers between the Republic of Ireland and mainland Great Britain, as well as that of poor but enfranchised workers, a movement far easier, certainly far more common, than between north and south, actual economic, social and cultural interconnections defy all normal expectations of national borders and exclusive territoriality. F. S. L. Lyons put all this most clearly in his Oxford Ford lectures for 1978, published as *Culture and Anarchy in Ireland: 1890-1939* "to establish a longer perspective and lay beside the essential unity of Ireland a no less essential diversity."

It is a mad, huge enterprise; but I want to do that for these islands as a whole. In the *Journal of Modern History* in 1975 J. G. A. Pocock, a New Zealander in the United States, wrote on "British History: A Plea for a New Subject". For it is all about England as a rule, or at best England and the periphery. Lord Blake's recent top peoples' coffee-table book, *The English World: History, Character and People*, is not embarrassing for its subject matter, only for its omission of any consideration of how the English character has been affected by our continual dealings with the Celtic nations. All is inter-



John Bull: "I wonder if you quite realize how utterly sick and tired of you I am." Sir Edward Carson: "I wonder if you quite realize how utterly sick and tired I am of myself."

action. Because of the bloodshed we mainland British are obsessed with Northern Ireland. If we think of Ireland at all, we think of Northern Ireland. There were no takers when a London GCE politics A level exam offered an optional section on "The

Republic of Ireland" (we had to withdraw it). But I am sure that the way forward is through closer British-Irish relations of every kind, not through London and Dublin both waiting to see which way the Ulster tail will shake us. That alone makes historical sense.

But will things change? Watch this column.

Friday

The rector tells me his first issue of *Nature* (subscribed for by Strathclyde) has arrived. He's touched by the gesture and proposes to make it available in the library. Everyone deprecates the fact that western journals are not available. Thought: might not some of our specialist journals follow *Nature's* excellent example in devising special postage-inclusive terms for Polish scientists and encouraging individuals and institutions to "adopt" someone in Poland in this way? Steady stream of visitors at my door, tomorrow being my last full day in Lódz. Must finish my amplification (certainly not a translation) of a technical paper for a young *adjuvnt* in production engineering.

Saturday

In the country. I accompany the rector and his wife in the last visit of the autumn to their house in the forest, about 60km from the city. The air is much colder and noticeably purer than in Lódz - "the Polish Manchester" so-called. We brew up tea on the makeshift gas ring and talk about the future. Will the "situation" allow me to bring my family next year on holiday? And when I come next time the hot water will be coupled up and the bathroom tiled. We cover the well with polythene, secure the windows and take a last look.

Ronald L. Crawford

The author is academic registrar at the University of Strathclyde.

medical education as just one example. The director is a member of the Sejm or Polish Parliament and ought to know. Later in the day I run into the rector who tells me that he expects a visit tomorrow from the cultural attaché of the US Embassy, anxious in spite of the impoverished state of Polish-American relations to maintain cultural and scientific links.

Tuesday

Today I learn that the rector and the three pro-rectors will convene, a meeting later in the week to listen to a presentation of my "observations" (my own term) on the administration of the technical university. A summary of my conclusions is wanted as soon as possible, however, so that they may have advance warning of what I intend to say. First problem: the last time I needed a photocopy, I had to wait three full days and when it came it was officially certified as approved by a senior official. It was then I learned that there is only one photocopier in the *Rectorat* building and that that one machine is under lock and key. This time, however, I get my copy later in the day. I thought: perhaps they're right and we're wrong (recalling Strathclyde's annual expenditure on xerography). At the rector's house in the evening, I take the opportunity of rehearsing the bulk of my argument. He likes it very much he says - "What effort was thought, but never so well expressed!" On the way home to the villa we pass the floral cross with the candles bravely flickering in the cold night air.

Wednesday

At Plock, to the "villa" of Warsaw's Technical University. On the Vistula

metres along the pavement outside. And gradually it dawns on me that this is a typically Polish way of thinking - to communicate on a dual significance - to communicate, as heroes of the past but also, and equally important, to proclaim that the fire still burns, that the motto of the uprising ("Poland is fighting") remains valid in the different context of 1982.

Monday

A full day. In my office in the *Rectorat* by 8am. Could get used to this routine - early start, early finish, no lunch-hour. The director of the Academy of Medicine comes to explain that the medical aid from Britain he is receiving from the University of Nottingham, via an agency in London, for some reason doesn't correspond to the aid specified in correspondence. Where are the missing items (eg surgical gloves) going? I promise to act as intermediary as I did before in February when things were much worse than now. At least antibiotics and other basic medicines seem more freely available. He expresses the view, when we chat, inevitably, about the "krzysy" that where we score in Britain is in the continuity of our traditions. In Poland things progress, are dismantled, then they are rebuilt and never, never is the best retained. He gives

Don's diary

Sunday

To Warsaw from Lódz - once again. Into the fourth week of my six-week stay this is, I guess, my fourth or fifth visit. Will it be the Rawa or the Łowicz road? I know the villages (or rather the signposts) off by heart now, pronouncing each silently to myself. Brzeziny, Złota, Łowicz. The early morning fog eerily blankets the dying fields and clings to the waists of the birch trees in the forests. It will be another fine day to add to my memory of this remarkable golden Polish autumn. Our Vojaż, black, vast and uncomfortable, deposits us outside the crumbling old factory and a poster on the wall and a modest queue confirm that we're here at the exhibition everyone in Poland wants to see, commemorating the Warsaw uprising of 1944 and the 250,000 ordinary people who died in the few weeks of fighting. It is a haunting experience, the photographs, the music, the recorded sound of small arms fire and the rumbling of tanks in this undoubtedly haunted building - one of a few that survived the programmed destruction of the city. After an hour we emerge from the darkness into sunshine. The queue is much longer now, young and not so young. How many will succeed in identifying: a brother, a sister, a friend? No, the queue, my goodness, is enormous, snaking as far as we can see inside the factory yard and several hundred

metres along the pavement outside. And gradually it dawns on me that this is a typically Polish way of thinking - to communicate on a dual significance - to communicate, as heroes of the past but also, and equally important, to proclaim that the fire still burns, that the motto of the uprising ("Poland is fighting") remains valid in the different context of 1982.

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LETTERS TO THE EDITOR

Take your Marx over the Paris manuscripts

Sir, - Your article and editorial in relation to Marx and the Paris manuscripts (*THES*, January 14) are rather odd to say the least. There may be more information which you did not report but the argument is weak in two respects. In the first place, Marx's manuscripts are in Amsterdam, at the Institute for Social History, and not in Moscow. They have never been in Moscow, although Moscow does have duplicates of what is in Amsterdam. Bukharin came to France to request the Marx-Engels heritage in 1935 but Nicolaevsky refused.

Apart from the factual error of your reporter, it means that any and all scholars who wanted to could make the same discovery at any time. The reason why the discovery was not made was that it was assumed that indeed the economic and philosophical manuscripts were notes. So it must be added are much of the now published works of Marx. The *Grundrisse*, the second, third and fourth volumes of *Capital* are all in the same category. Given the many drafts of *Capital* Volume I, the last draft of which is not translated into English yet, it is difficult to believe that Marx would ever have permitted the subsequent volumes to appear as they are. Furthermore anyone who has read them will confirm that they often only make sense as notes.

Marx was extremely fastidious over publication. Other persons would have rushed to print where Marx produced notes and yet more notes, most particularly on Smith and Ricardo, not to speak of the others like Hegel, Shakespeare and Goethe who are commented on in the economic and philosophical manuscripts. Indeed if Marx wrote the comments on the latter only for himself he must have preferred his drawer to publication for truly quirky reasons.

The most obvious difference between the economic and philosophical manuscripts and his later work lies in the development of the concept of surplus value and the deduction of classes from it, as opposed to the use

of the concept of alienation as the fundamental category. The latter is subsumed in the former. Exploitation then is derived from the extraction of the surplus product by a social group or class from the direct producers. The dissident East Europeans were unable or unwilling to base themselves on an analysis of one social group exploiting another in Eastern Europe, extracting the surplus product, and so fastened on to the earlier concept of alienation.

It is obviously much more acceptable to say that the problem with Eastern Europe is that man is still alienated, or, like Marcuse, that the regime compels the population to produce more goods irrespective of their needs, than to say that there is a group in power exploiting the majority. The rider is then added that in the absence of commodity production and capitalism the only means of control is through direct political repression. It is more comfortable both because the regime can live with a view that says alienation still exists for noneconomic reasons and because the proponents of this view normally enjoy considerable economic benefits in these regimes. To see the popularity of the economic and philosophical manuscripts we only have to note the way the volume quickly went out of print in the Soviet Union.

So far, therefore, from being opposed to the economic and philosophical manuscripts the Soviet elite has had the good sense to permit this view as harmless, as indeed it is. Those by contrast who do take the straightforward viewpoint that the Soviet Union is an exploitative society are either languishing in camps or keeping exceedingly quiet, especially at conferences.

Yours sincerely,

HILLEL TICKTIN,

Institute of Soviet and East European Studies,

Glasgow University.

Sir, - All discussions of "the young Marx" depend on an assessment of the nature of his 1844 Paris manu-

scripts. If these constitute, in some sense, a "work" of Marx (for example something like a draft of what eventually turned into *Capital*, as McLellan himself has stated in his *Karl Marx* - in some other writings he is justifiably more cautious - followed by Kolakowski in volume I of his recent trilogy), then the question of the relation of the views expounded in this work to those of the later Marx becomes extremely important. There has been a very large literature on this question.

If Dr Jürgen Rojahn is correct, most of this literature is now obsolete. That would be quite enough to make his textual detective work on the actual manuscripts "a" depth change in the world of Marxist scholarship. He is, however, wrong in assuming that nobody since the original publication in 1932 has looked at the manuscripts themselves. There is evidence that Buttmore did so before producing his translation (T. B. Bottomore, *Karl Marx, Early Writings*, London 1963, xvi-xviii).

Neither Rojahn nor any other serious scholar argues that this shows that Marx later abandoned either his humanist or his Marxist views. As McLellan, we must not only one to remind us, the publication of the 1857-58 *Grundrisse* makes such a view untenable. Your own editorial and your correspondents are too worried.

On the other hand it is quite wrong to suppose that Dr Rojahn has only discovered "what everybody already knows". I, for one, did not know most of what he has discovered, though it does not actually change my ideas about the evolution of Marx's thought significantly. His paper is, I believe, to be published in the *International Review of Social History*. Perhaps the debate can resume when it is available.

Yours sincerely,
E. J. HOBBSBAM,
Emeritus professor,
Birkbeck College,
Malet Street,
London WC1.

Photocopying fees

Sir, - In his presentation of the case for photocopying fees (*THES*, December 3), John Davies says "The British Library lending division estimates that the cost of making a loan by photocopy is £2.30, whereas lending of the actual book costs £4, so major savings are made at the expense of the copyright owner". The comparison was between the average cost of supplying a photocopy and that of making a loan. Most loans are of books, and so the average cost of lending is quite high. The cost of lending a single issue of a journal, which is the true comparison, is much lower because single issues cost less to transmit and return, and requests for them are far cheaper to handle (since, for example, they are easier to identify). A rough estimate of the national cost of lending a journal issue is £2.80, a very much smaller difference.

Yours faithfully,
MAURICE B. LINE,
Director General,
The British Library lending division,
Boston Spa.

Speechless protest

Sir, - Mr Kirwan's arrogance (*Don's diary*, *THES*, January 14) is truly impressive. He nods approvingly at the fact that a capacity audience in Lund, Sweden, is able to "revel in the subtleties" of *Don Quixote* performed in English. Yet he himself, after ten months' residence in the country has not even learned enough Swedish to be able to decipher the words "student car park". Nor, it seems, did it ever cross his mind that he should do so: the fact that he got a parking ticket he regards as not his fault, "since all the notices are in Swedish". What hope can there possibly be for international understanding and cooperation, as long as we continue to export attitudes like these?

Yours faithfully,
NORMAN MERRICK

University tenure

Sir, - May I comment on your editorial "Tenure and collegiality" (*THES*, December 24)? I agree that one of the important contributions of tenure is to maintain collegial relationships which in turn allow the university to be one of the few places in modern society where through persuasion, rather than threat of sanction, decisions are made and carried out. The contribution which tenure makes to civility should never be underestimated. But I believe you misunderstand the continuing importance of tenure for the protection of academic freedom - and for the maintenance of procedural justice.

It may be, as you suggest, that most professors will not achieve the notoriety that could result in threats of dismissal. You mistakenly imply, however, that the defence of academic freedom is of concern only to a few. In fact, the defence of academic freedom is of fundamental importance to society, for the benefits of academic freedom accrue chiefly not to the individual teacher or institution but to society. The same is true of tenure: it exists not to advance the particular interests of teachers and scholars, but to ensure that society may have the benefit of independent judgment and honest criticism. The threats to academic freedom today are neither insignificant nor temporary, and tenure,

rightly understood and properly implemented, is the surest safeguard of academic freedom.

The contribution of tenure to procedural justice is equally important. Tenure is an assurance that a professor's appointment and academic freedom will not be placed in jeopardy without the observance of due process. Whatever differences there are between tenure in the United States and tenure in Britain, in both countries tenure is rightly seen as insuring that a faculty member will not be dismissed without affording of due process. Many have been arbitrarily dismissed, but many more would have suffered this fate without the protection of tenure.

You conclude by saying that "tenure is not an essential precondition of collegiality, but it is easy to forgive those who think it is". I would argue that tenure is essential to collegiality, academic freedom, and due process. Without tenure, the university systems in the United States and Britain would be vastly different from what they are, to the great detriment of society. Then it would be difficult for any of us to forgive those who thought that tenure was not essential.

Yours sincerely,
IRVING J. SPITZBERG, JR.,
General secretary,
American Association of University Professors.

New work patterns

Sir, - With reference to your report of my keynote address to the Society for Research into Higher Education annual conference (*THES*, December 24), I did not say that "traditional academic attitudes are malign" nor that 80 per cent of children are unfitted for exam-oriented subjects. I did recommend a new pattern of work in which people have either one or two half-time jobs as a means of increasing social and occupational mobility, widening occupational experience, creating a fairer distribu-

tion of opportunities for continuing education, retraining and career change. I should have thought the shape of new curricula in association with half-time working and the role of continuing education is an issue worth further debate in your columns.

A copy of what I really said will appear in *Innovation through Research* edited by Geoffrey Squires and published by the society. Yours faithfully,
DONALD BLOCH,
Director.

Coping with the demand

Sir, - Your reporting of the discussion within the board of the National Advisory Body of the paper "A strategy for local authority higher education in the late 1980s" (*THES*, January 21), appears to miss the essential point of both the paper and the discussion. The essential point was not the merit or otherwise of providing for a proportionately greater concern with entrance to two-year diploma courses. Rather it was concerned with the issue of accommodation: a strong demand for higher education within the constraints of resources, given the expectation that these constraints will hold for some years to come.

The general problem of relating capacity to demand is evidently one which has to be faced by all sectors of higher education, as was noted by the committee of the National Advisory Body in referring the paper to the board. Moreover, the solutions which will need examination go well beyond the notion of more two-year diploma students. It will be necessary to examine the types of demand for higher education and to seek a set of one-year, two-year, three-year and four-year responses, integrated within a flexible system which makes possible progression for those who excel. Such a progression will in turn have implications for forms of post-graduate study.

At the level of undergraduate study it will be profitable to examine the relevance of the two-year ordinary degree, following the longstanding suggestion of Shirley Williams. Pointers to action are already available in the Scottish system and in the writing of Brian Pippard. It may well be timely also to give consideration to increasing the capacity of the system (and access to that system) within resource constraints, by rethinking the length and structure of the academic year - pointers to possible courses of action are again available in Britain and in North America.

Further discussion of the longer-term issues to which the National Advisory Body is now addressing itself will benefit from further development of this initial paper. It will also benefit from joint discussion between the board and the University Grants Committee.

Yours faithfully,
WILLIAM BIRCH,
Director,
Bristol Polytechnic.

Rank order

Sir, - Mr Begbie has raised some very interesting and fundamental issues in his letter (*THES*, January 7) concerning civil engineering degree courses.

In the absence of authoritative objective assessments of degree courses, it is inevitable that speculative and even mischievous attempts are made to list in rank order the courses on offer, however misguided such attempts are. Certainly in engineering education academic opinion alone is not representative of what is best for the student and the profession. Yet if the experts, the Joint Board of Moderators who cross the binary line, are not able or willing to make any public statements, it is not surprising that prejudiced and outdated views of employers, parents and teachers will be used as a guide often to the detriment of the newer courses.

If Her Majesty's Inspectorate's report on schools can be usefully used to guide parental choice, what is the objection to the publication of reports on degree courses, especially in vocational areas, which I feel sure would be of value to prospective students in identifying in Mr Begbie's words which "courses are more suitable for some students than others"? Yours faithfully,
R. F. WILLS,
Principal,
Hartfordshire College of Building.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend.

Union View

Sorting out the overseas fees muddle

The problem of defining who is a home or overseas student has been resolved by the recent Law Lords' judgment on ordinary residence. It has moved the problem of interpretation from the lap of the courts to that of the Department of Education and Science where it belongs. For years the DES has been hiding behind the court's definition of ordinary residence and refusing to provide one of its own. The DES must now issue guidance which clearly outlines which overseas students may obtain mandatory awards and home fees.

But ordinary residence as a term which defines access is not only confined to the arena of fees and awards. The judgment may impinge on its use in deciding whether overseas students should pay higher accommodation charges and for health treatment. That is for the DES and Department of Health and Social Security lawyers to consider, alongside the questions of reimbursement, retrospectio and maladministration.

At least the nightmare complexity of definition has returned to haunt the DES rather than burden college and local authority administrators. While in the short-term DES guidance may be eagerly awaited, this does not deny the real question of policy.

In the short term there are two clear tasks which the DES must set itself. First it must interpret the judgment so students and colleges know

who can get what. There is now a clear, workable legal definition which states that a person who is here voluntarily and for a settled purpose (including education) is ordinarily resident.

But the second involves the additional hurdle of the three-year rule. Students must be ordinarily resident for three years in order to get home fees and awards. This three-year wait has proved grossly unfair in practice to recently arrived immigrants who have already had to wait several years before being allowed into Britain, thanks to other Government regulations. It has also hit returning residents who for one reason or another have gone abroad for three years or more. It has inhibited those settling in Britain from qualifying for an award for three years.

All these people are clearly ordinarily resident according to the Law Lords and should be allowed access to the one area of British life they were barred from for three years at a time. A stable policy on overseas students is urgently needed for the long-term. Now the DES, the Overseas Development Administration, the DHSS and the rest know who is or isn't ordinarily resident, they can apply themselves to the policy questions within a clear frame of reference. There is no excuse for delaying a planned and integrated policy.

The Government has committed itself to a statement on policy after three years of full-cost fees. The NUS view is that in the short term this should involve greatly increased ODA funds for training for development and commitment to reversing the full-cost fees policy. In the medium term this would involve a fees freeze to close the ever-widening differential between overseas and home students. In the long term it would lead to a reversal of the full-cost fees policy through a total rethink of the calculation of or indeed the necessity for tuition fees. There is no longer any reason to delay.

Neil Stewart

The author is president of the Nation-